

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH  
GRAPHIC ORGANIZERS AT SMP N 15 YOGYAKARTA IN THE  
ACADEMIC YEAR OF 2012/ 2013**

**A THESIS**

Presented as a Partial Fulfillment of the Requirements for the Attainment of the  
*Sarjana Pendidikan* Degree in English Language Education



By.

Setyo Purwaningsih

NIM 09202241089

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

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**APPROVAL PAGE**

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By:

Setyo Purwaningsih

NIM 09202241089

Approved on October 25th, 2013

Consultant

A handwritten signature in black ink, appearing to read "Agus", is written over the printed name of the consultant.

Dr. Agus Widyanoro, M.Pd.

NIP. 19600308 198502 1 001

## RATIFICATION

### IMPROVING STUDENTS' READING COMPREHENSION THROUGH GRAPHIC ORGANIZERS AT SMP N 15 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/ 2013

A Thesis

By:

Setyo Purwaningsih

NIM 09202241089

Accepted by the Board of Examiners of the English Education Department,  
Faculty of Languages and Arts, State University of Yogyakarta on 31 October 2013  
and declared to have fulfilled the requirement to attain the *Sarjana Pendidikan*  
Degree in English Language Education.

#### Board of Examiners

Position	Name
Chairperson	Siti Sudartini, S.Pd., M.A.
Secretary	Lusi Nurhayati, S.Pd., M.App. Ling.
First Examiner	Dr. Margana, M.Hum., M.A.
Second Examiner	Dr. Agus Widyantoro, M.Pd.

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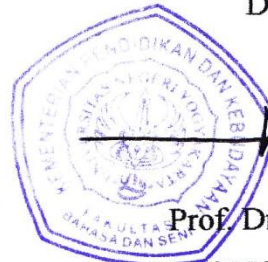


Yogyakarta, 31 October 2013

Faculty of Languages and Arts

Yogyakarta State University

Dean



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1001

## PERNYATAAN

Yang bertanda tangan di bawah ini, Saya:

Nama : Setyo Purwaningsih

NIM : 09202241089

Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

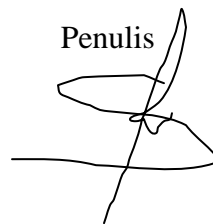
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Yogyakarta, October 2013

Penulis



Setyo Purwaningsih

NIM 09202241089

## DEDICATIONS

*This thesis is fully dedicated to:  
my beloved father, Jumadi  
and  
my beloved mother, Semiyati*

**MOTTO**

*“I am the luckiest girl in the world”*

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09202241089

Abstract

The objective of this study is to improve the students' reading comprehension skills through Graphic Organizers at SMP N 15 Yogyakarta.

This study was categorized into Action Research (AR). The subjects of the study were the 8D students of SMP N 15 Yogyakarta in the academic year of 2012/ 2013. The instruments of the study were observation guidelines and interview guidelines, which were supported by the scores of students' reading comprehension tests. The data from the observation and interview were analyzed qualitatively and the scores were analyzed quantitatively using descriptive statistics. The steps of the study were planning, actions, observations, and reflections. The actions were conducted during May 2013 in two cycles.

The finding of this study is that the using of Graphic Organizers could improve the students' reading comprehension at SMP N 15 Yogyakarta. The qualitative data analysis showed that the students were able to organize and visualize the text better and improve their vocabulary mastery through Graphic Organizers. The qualitative data were supported by the quantitative data. The mean scores increased from 59.71 in the pre test to 67.29 in the first post test, to 72.00 in the second post test.

## **CHAPTER I INTRODUCTION**

### **A. Background to the Study**

Language is one of the most important tools in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very prominent and has many interrelationships with various aspects of life. In Indonesia, English is considered as the foreign language and is taught formally from elementary up to the university level.

In learning English, there are four skills that should be mastered: listening, speaking, reading, and writing. Reading should receive a special focus in the English teaching and learning process since it gives contributes greatly to the development of the productive skill such as speaking and writing. Reading also helps students to obtain more information so that they can learn any other subject. Many articles and journals found on the internet are in English. Moreover, reading is essential for students of junior high due to the Indonesian final examination. Students interact with written text during their test so they need a good reading skill in order to pass it. However, there are many students who cannot pass the examination because they have inadequate reading skills.

Based on the researchers' observation and interview to a teacher and students of SMP 15 Yogyakarta, the researcher found the fact that the students' reading comprehension is still low. The teacher herself admits it. The teacher said the students had difficulty to comprehend the text they read. The students themselves have no motivation to read, especially long written texts. Before they

start reading, students tend to think that it will be difficult to understand the text. The effect is that they cannot answer the provided question because they cannot find the answer in the text. This situation made the students and teacher worry especially because they should take the final examination later.

The researcher aims to find out the solution to improve students' reading comprehension. The researcher read many articles and theories about teaching reading methods. Finally, the researcher found out about Graphic Organizers and how effective using this in improving reading comprehension. Many studies have proved it, but almost none of the studies have been conducted in Indonesia. Therefore, conducted study in using Graphic Organizers to improve students' reading comprehension in SMP 15 Yogyakarta is urgently needed.

## **B. Identification of Problems**

Regarding the research background above, the researcher found the problems related to teaching of English in SMP N 15 Yogyakarta. The problems can be classified into 4 factors as follows:

### **1. Students**

Students in SMP 15 Yogyakarta were still reluctant to read and were particularly reluctant to read long texts. When they found a long written text, they already gave up from the beginning. The students lacked of vocabulary. When they cannot understand the meaning of some words, they could not guess the meaning and they lost the understanding of the text. The students lack a



strategy to help them read. Regarding productive skills, the students also lack of creativity about what should they write or say.

## 2. Teacher

The atmosphere between the students and the teacher was not good. The teacher called only on some students. Therefore, the remain students were left silent and were not participated in the teaching learning process.

## 3. Learning Materials

The school only provided LCDs in bilingual classes, class A and B, only, the other classes, class C-J did not have it. The only room with an LCD there is ALFA room and this room was used for many classes and many subjects, so it was difficult to get the room for teaching English. The others media, such as pictures, was rarely used by teacher.

## 4. Teaching Technique

Although the teacher has tried her best, she still has not found a suitable method to teach the students of SMP N 15 Yogyakarta effectively. In reading, for example, the teacher teaches them by giving questions related to the provided text and asking them about the difficult words. In fact, this method was not effective for the students.

### **C. Problems Limitation**

Based on the problems identified above, it is hard to deal with all of the problems. The researcher limits the problem in this research. After discussing the problems with the teacher and collaborator, the researcher decided to focus on reading comprehension. The students' reading comprehension in SMP 15 Yogyakarta is mostly still low, which affect their overall learning because reading is the most frequently input they got. Students expected to learn reading through a new method. In this research, the researcher tries to implement Graphic Organizers to improve students' reading comprehension. The text used in this research is narrative, based on curriculum and the teachers' suggestion.

### **D. Problems Formulation**

Based on the background and the limitation of problem, the researcher formulates the problem of the research as follow:

How can Graphic Organizers be used to improve reading comprehension skills among students of SMP 15 Yogyakarta in the 2012/2013 academic years?

### **E. The Objective of The Study**

The objective on this study is to improve the students' reading comprehension skill through Graphics Organizers at students of SMP 15 Yogyakarta.

## **F. The Significance of The Study**

### **a. Practical Significance**

1. Students can improve their reading comprehension by organizing the text in the form of Graphic Organizers.
2. Teachers can understand the effectiveness of using Graphic Organizers to teach reading and can apply it to the others classes.

## **Chapter II**

### **Theoretical Review**

#### **A. Literature Review**

##### **1. Reading**

###### **a. Definition**

Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). (Hesham., 2006).

According to Pang (2003:6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. He says that reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and paragraph. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Based on the two theories above reading can be seen as a process of understanding the written text which involve readers background knowledge to get comprehension.

## **b. Types of Reading**

Harmer (2001) divided reading into 2 types, they are as follows:

- 1) Extensive reading is for the development of the students' word recognition and for their improvement as readers overall. Teacher needs to offer appropriate materials, guidance, task and facilities.

- a) Extensive reading materials

The materials should be readily accessible to the students. The materials can be taken from literature that writers work within specific lists of allowed words and grammar so the students at the appropriate level can read them with ease and confidence. The language should be simple and controlled but the atmosphere is satisfyingly creepy.

- b) Setting up a library

To set up an extensive reading programme, the teacher should build up a library of suitable books. Although this programme may appear costly and take a lot of time but actually it is worth to the students. The teacher should organize static libraries and code the books for level and genres.

- c) The role of the teacher in extensive reading programmes

Teacher should encourage students to do extensive reading. They need to promote reading and persuade students of its benefits.

- d) Extensive reading task

Teacher should encourage students to report back on their reading in a number of ways. Students can write short book reviews for the class noticeboard and vote for the most popular book in the library at the end of semester or a year.

## 2) Intensive reading: the vocabulary questions

The students are desperate to know what each individual word mean. If students ask for the meaning of all the words they do not know, teacher need to limit the amount of time spent for vocabulary checking by:

- a) Time limit
- b) Words/phrase limit
- c) Meaning consensus: get the students to works together to find out the words meaning.

Intensive reading : the roles of the teacher

- a) Organizer : tell the purpose, give students intructions to achieve it, and tell how long they have.
- b) Observer : do not interrupt students' reading and observe their progress.
- c) Feedback organizer : lead feedback session to check that they have completed the task succesfully.
- d) Prompter : prompt students to notice language features in the text.

## 2. Reading Comprehension

### a. Definition

Comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning (National Reading Panel, 2000). In other words, comprehension doesn't just happen; it requires effort. Readers must intentionally and purposefully work to create

meaning from what they read. Good readers become so fluent and automatic at strategic comprehension processing that you rarely “see” the work they are doing. Strategic processing—a necessity for efficient and effective comprehension—involves using strategies to understand text, knowing when to use the various strategies, actively thinking about and monitoring what is read, understanding text structure, and engaging in meaningful discussions about text.

#### **b. Strategies for Reading Comprehension**

Texas Reading Initiative (2002) define reading comprehension as the act of constructing meaning from text. Reading comprehension requires an interaction between the text and the reader’s knowledge. Reading comprehension is hindered greatly by students’ lack of background knowledge and by their inability to use comprehension strategies to integrate information from the text with their background knowledge.

Comprehension strategies are conscious plans that are under the control of a reader, who makes decisions about which strategies to use and when to use them. Skilled readers construct meaning before, during, and after reading by using a set of comprehension strategies to integrate information from a text with their background knowledge.

Researchers have identified and examined an array of comprehension strategies. The following strategies have been shown to be especially helpful and to lend themselves particularly well to instruction:

- a) Activating and using background knowledge—calling up pertinent background knowledge and using that knowledge to help understand what is being read.
- b) Generating and asking questions—self-questioning throughout the reading of a text.
- c) Making inferences—using background knowledge or information from the text to evaluate or draw conclusions during reading.
- d) Predicting—using background information to make informed guesses.
- e) Summarizing—pulling together, or synthesizing information in a text so as to explain what the text is about.
- f) Visualizing—making mental images of a text as a way to understand processes or events that are encountered during reading

### **c. Micro Skills for Reading Comprehension**

The micro skills and macro skills for reading comprehension based on Brown (2001) are:

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interprets word order patterns and their significance.



- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 8) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognize the communicative functions of written texts, according to form and purpose.
- 10) Infer context that is not explicit by using background knowledge.
- 11) Infer links and connection between events, ideas, etc., deduce causes and effects and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) Distinguish between literal and implied meanings.
- 13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 14) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

### **3. The Teaching of Reading**

#### **a. Principles of Teaching Reading**

Teaching reading is different from testing reading. Many teachers usually just ask students to answer the questions based on the text provided. It is called testing not teaching reading. Harmer (1998:82) proposed 6 principles in teaching reading. They are as follows:

##### **Principle 1: Reading is not a passive skill**

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them.

##### **Principle 2: Students need to engage with what they are reading.**

As with everything else in lessons, students who are not engaged with the reading text are less likely to benefit from it. When they are really fired up by the topic or the task they get much more from what is in front of them.

Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language. Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way.

##### **Principle 4: Prediction is a major in reading**

The moment we get hint- from the book cover, photograph, headlines- our brain starts predicting what we are going to read. Expectations are set up and

the active process of reading is ready to begin. Teachers should give students ‘hints’ so that they can predict what’s coming too. It will make them better and more engaged readers.

Principle 5: Match the task to the topic.

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks – the right kind of questions, engaging and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

Principle 6: Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions etc. It doesn’t make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

## **b. Assessing Reading Comprehension**

Assessing reading comprehension is different from those in others kind of reading. Brown (2004: 201-211) explained types of assessment in reading comprehension.

### **1. Cloze task**

The word “cloze” was coined by educational psychologist to capture the Gestalt psychological concept of “closure”, that is, the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background

schemata) omitted details. Cloze tests are usually a minimum of two paragraphs in length in order to account for discourse expectancies. Two approaches to the scoring of cloze tests are exact word and appropriate word. In the exact word method, test-takers will get credit if they insert the exact word that was originally deleted. In the appropriate word method, the credit will be given to them who supplying any word that is grammatically correct and makes good sense in the context.

## 2. Impromptu reading plus comprehension questions

It is like a set of question in TOEFL which focus on passages' comprehensions. The set of questions covers the comprehension features such as:

- a) Main idea (topic)
- b) Expressions/idioms/phrases in context
- c) Inference (implied detail)
- d) Grammatical features
- e) Detail (scanning for a specifically stated detail)
- f) Excluding facts not written (unstated details)
- g) Supporting idea(s)
- h) Vocabulary in context

## 3. Short-answer tasks

Because it is rather difficult to make a multiple-choice test, the short-answer tasks could be the alternative. The questions can be answered in a sentence or two.

#### 4. Editing

In this test, the teachers provided an error in each sentences in passages. The test takers should find out the error and edit it to be the correct one.

#### 5. Scanning

Test takers should quickly locate the scanning objectives such as date, name or place in an article, the principal research finding technical report, or the cost of an item on a menu. Since one of the purposes of scanning is to quickly identify important element, timing may also be calculated into a scoring procedures.

#### 6. Ordering Task

The typical instruction in this task is “Arrange these sentences into a good paragraph”. The test-takers should understand the message of each sentences first in order to them arrange it into a good paragraph.

#### 7. Information transfer: reading charts, maps, graphs, diagram.

In this task, the test-takers should comprehend the graphics in order to answer questions based on those graphics.

### **c. Teaching Reading at Junior High School**

The teaching and learning process needs guidelines which keep the process in line with its goal. The necessary guidelines for this process are a curriculum, a syllabus, and a lesson plan. Nowadays, the curriculum being used is School-Based Curriculum. In this term, the schools develop its operational curriculum and then implement it (BSNP, 2006:5).

The teaching reading of the grade eight Junior High School students is aimed to develop the students' competence in functional communication to help them solve the daily problems (BSNP, 2006: 124). Therefore, the material of teaching reading includes short functional texts and short simple essays in the form of procedure, descriptive, recount, narrative and report. In the second semester, when this research is conducted, the students of Junior High School should be able to understand implicit and explicit meaning of short simple essays in the form of recount, narrative and expositions.

#### **4. Graphic Organizers**

##### **a. Cognitive Theories Relating to Graphic Organizers**

Knowledge gained about how the brain processes information has been instrumental in the development of teaching techniques and learning strategies. Several cognitive theories in particular lend support to the use of graphic organizers in helping students process and retain information. Schema theory, dual coding theory, and cognitive load theory provide the basis for explaining the characteristics of graphic organizers that support the learning process (Wills, Stephen., 2005)

In his journal, *The Theoretical and Empirical Basis for Graphic Organizer Instruction*, Stephen Wills (2005) explained about the three basis theories. He explained as follows:

## 1. Schema theory

According to schema theory, memory is composed of a network of schemas. A schema is a knowledge structure that accompanies or facilitates a mental process. According to Winn and Snider (1996), all of the definitions of schema theory contain the following characteristics:

1. A schema is an organized structure that exists in memory and combined with other schemas, contains the sum of an individual's knowledge.
2. Schema consists of nodes and links that describe relationships between node pairs.
3. Schema is formed through generalities, not specific information.
4. Schemas are dynamic. As new information is learned, it is assimilated into existing schemas or causes the formation of new schemas.
5. Schema provides contexts for how new experiences are interpreted.

How information is interpreted is based on existing schemas.

According to Dye (2000), “the graphic organizer has its roots in schema theory”, when students learn something new, they must be able to retain the information for later use. Our knowledge is stored in a scaffold hierarchy as a way of organizing information. According to Slavin (1991), people encode, store, and retrieve learned information based on this hierarchy. Information that fits into a student's existing schema is more easily understood learned and retained than information that does not. The teacher's task is to ensure that the student has prior

knowledge related to the concept and to provide a means for helping the students make connections between prior knowledge and new concepts. Graphic organizers make it easier to link new information to existing knowledge and help students build the schema they need to understand new concepts (Guastello, Beasley, & Sinatra, 2000). If prior knowledge is activated, the schema will be able to provide a framework to which new information can be attached and learning and comprehension will be improved.

## 2. Dual Coding Theory

Paivio (1986) published a dual coding that assumes that memory consists of two separate but interrelated systems for processing information. One system is specialized in processing non-verbal imagery and the other is specialized in dealing with language. While each system can be activated independently, there are connections between the systems that allow for the dual coding of information. The visual system specializes in processing and storing images.

The processed and stored images are termed *imagens* (Paivio, 1986). The verbal system processes linguistic information. The resulting stored linguistic information are termed *logogens* (Paivio, 1986). Paivio describes both *imagens* and *logogens* as meaningful units of memory similar to “chunks” described by Miller (1956). According to Saavedra (1999), dual coded information is easier to retrieve and retain because of the availability of two mental representations, verbal and visual, instead of one. The more students use both forms, the better they are able to think about and recall information (Marzano, Pickering, & Pollock, 2001).



The theoretical foundations of dual coding theory have definite implications on the value and use of graphic organizers. Pickering and Pollock (2001) stated that graphic organizers “enhance the development of non-linguistic representations in students and therefore, enhance the development of that content” (p.73). The use of graphic organizers also helps students generate linguistic representations. As a visual tool, graphic organizers help students process and remember content by facilitating the development of imagens. As a linguistic tool, text based graphic organizers also facilitate the development of logogens thereby dual coding the information.

### 3. Cognitive Load Theory

Cognitive load is the amount of mental resources necessary for information processing (Adcock, 2000). Cognitive load theory maintains that working memory can deal with a limited amount of information and if its capacity is exceeded, the information is likely to be lost.

According to Cooper (1998), working memory has a capacity of between four to ten elements depending on the student’s existing schemas. Extraneous cognitive load refers to how much demand is placed on working memory to learn the new material. The level of extraneous cognitive load may be modified through different modes of instruction, thus facilitating student learning. Visual learning tools such as graphic organizers can reduce the cognitive load and as a result, allow more of the working memory to attend to learning new material (Adcock, 2000). As a result, content can be addressed at more sophisticated and complex levels through the use of graphic organizers.

### **b. Definition of Graphic Organizers**

A graphic organizer is a diagram that represents a relationship directed by a thinking-skill verb. The verb “sequence” calls for a diagram of a series of boxes connected by arrows that shows the “event” of one box leading to the “event” of another box (Hibbard, K. M. & Wagner, E. A., 2003).

The others definition came from Liliana (2009). She defines graphic organizers as representations, pictures or models used for processing textual information. They facilitate understanding of knowledge when there is a large amount of information to work with, in a given limited time. She added, there are various functions of graphic organizers. In reading comprehension, they assist learners to:

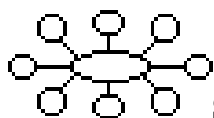
1. Clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc)
2. Organize information in a paragraph for better understanding
3. Construct meaning of difficult words and sentence dividing into lexias
4. Understand the context by associating with prior knowledge
5. Identify conceptual and perceptual errors that may occur in the course of reading a passage.

### **c. Making and Using Graphic Organizers**

Creating Graphic Organizers for a text is not always as straightforward as it seems to be. Teachers have to practice and learn how to identify discourse structures in texts. Jiang and Grabe (2007) gave some practical suggestions that will make the effort both more manageable and more successful. Teachers should

not expect the overall discourse structure to just spring out at them. That rarely happens. During the process of creating Graphic Organizers, teachers will need to (a) read a text a few times to figure out its main structures, (b) work on the relationships between ideas and details, and (c) integrate the relationships into units that can be represented by a GO. Often, it is good for teachers to have a lot of blank paper in front of them to sketch out GO parts for the text until the parts begin to fit together. After the interrelationships among information in the text are sorted out, teachers will need to experiment with effective ways to represent the information visually. Finally, teachers need to decide on a specific visual setup that they consider clear, simple, effective, and aesthetically acceptable.

Besides developing their own GOs, teachers also can adapt many kinds of GOs provided online. One of the sources is from <http://www.enchantedlearning.com>. This website provided many kinds of GOs that teachers can adapt easily. The following is a list of common graphic organizers that can be adapted to fits the topics:



- 1) **Star:** If the topic involves investigating attributes associated with a single topic, use a star diagram as your graphic organizer. Example: Finding methods that help your study skills (like taking notes, reading, doing homework, memorizing, etc.).

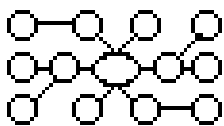


- 2) **Spider:** If the topic involves investigating attributes associated with a single topic, and then obtaining more details on each of these ideas, use

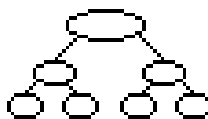
a spider diagram as your graphic organizer. This is like the star graphic organizer with one more level of detail. Example: Finding methods that help your study skills (like taking notes, reading, memorizing, etc.), and investigating the factors involved in performing each of the methods.



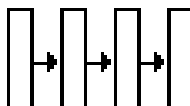
- 3) **Fishbone:** If the topic involves investigating multiple cause-and-effect factors associated with a complex topic and how they inter-relate, use a fishbone diagram as your graphic organizer. Example: Examining the effects of improved farming methods.



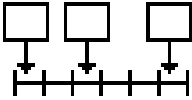
- 4) **Cloud/Cluster:** If the topic involves generating a web of ideas based on a stimulus topic, use a clustering diagram as your graphic organizer. Example: brainstorming.

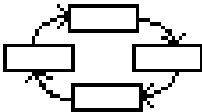


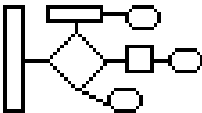
- 5) **Tree:** If the topic involves a chain of events with a beginning and with multiple outcomes at each node (like a family tree), use a tree as your graphic organizer. Example: Displaying the probabilistic results of tossing coins.

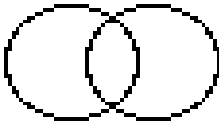


- 6) **Chain of Events:** If the topic involves a linear chain of events, with a definite beginning, middle, and end, use a chain of events graphic organizer. Example: Analyzing the plot of a story.

- 7)  **Continuum/Timeline:** If the topic has definite beginning and ending points, and a number of divisions or sequences in between, use a continuum/timeline. Example: Displaying milestones in a person's life.

- 8)  **Cycle of Events:** If the topic involves a recurring cycle of events, with no beginning and no end, use a cyclic graphic organizer. Example topic: Documenting the stages in the lifecycle of an animal.

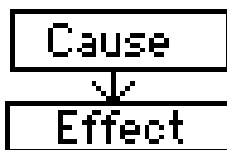
- 9)  **Flowchart:** If the topic involves a chain of instructions to follow, with a beginning and multiple possible outcomes at some node, with rules at some nodes, use a flowchart. Example: Computer programmers sometimes use flowcharts to organize the algorithm before writing a program.

- 10)  **Venn Diagram:** If the task involves examining the similarities and differences between two or three items, use a Venn diagram. Example: Examining the similarities and differences between fish and whales, or comparing a book and the accompanying movie.

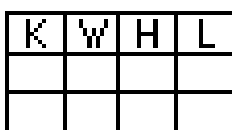
- 11) 

	1	2
A	+	-
B	-	+

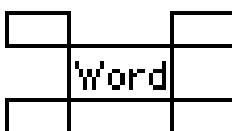
**Semantic Feature Analysis Charts:** If the task is comparing characteristics among a group of items, use Semantic Feature Analysis . Example: Fill out a Semantic Feature Analysis chart to compare and contrast the care needed for various pets.



- 12) **Cause and Effect Diagrams:** If the task is examining possible causes and effects in a process, use a cause and effect graphic organizer . Example: Fill out a cause-and-effect diagram to trace the steps in a feedback loop..



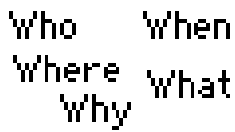
- 13) **KWLH Diagram:** If the task involves analyzing and organizing what you know and what you want to learn about a topic, use a KWLH chart. K stands for what you already KNOW about the subject. W stands for what you WANT to learn. H stands for figuring out HOW you can learn more about the topic. L stands for what you LEARN as you read. Example: Fill out a KWLH chart before, during, and after you read about a topic.

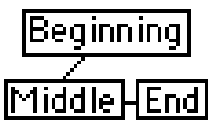


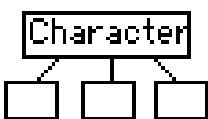
- 14) **Vocabulary Map:** Graphic organizers can be useful in helping a student learn new vocabulary words, having them list the word, its part of speech (noun, verb, adjective, adverb, etc.), a synonym, an antonym, a drawing that represents the word, and a sentence using the word.



- 15) **Paragraph Structure:** These graphic organizers help you organize the structure of a paragraph, including a topic sentence, sentences with support details, and a conclusion sentence.

- 16)  **5 W's Diagram:** If the task involves analyzing the Five W's (Who, When, Where, What, and Why) of a story or event. Example: Fill out a 5 W's Chart to help evaluate and understand the major points of a newspaper story.

- 17)  **Story Map:** Story maps can help a student summarize, analyze and understand a story or event.

- 18)  **Character Traits:** Graphic organizers help the student identify the traits of fictional characters by looking at events surrounding the character in the text.

There are still others GOs than can easily found online. To find an appropriate graphic organizer, answer the following questions about your topic:

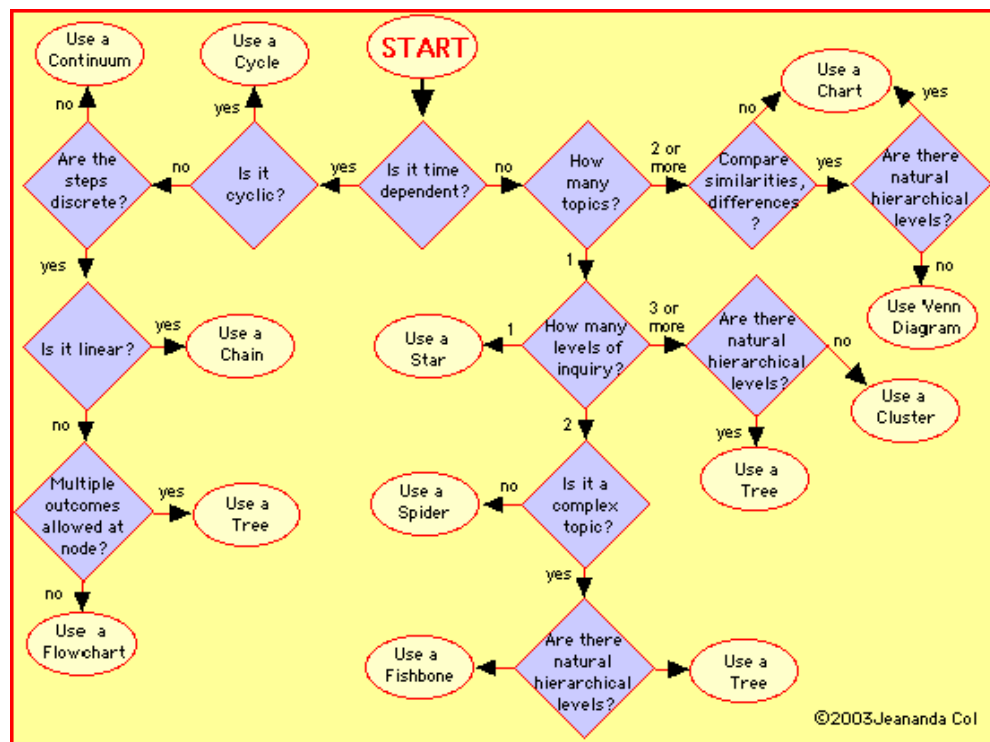


Figure 1: The Uses of Graphic Organizers Chart

## B. Related Studies

Ciascai (2009) investigated Graphic Organizers as ‘instruments of representation, illustration and modeling of information’. Her investigation also examined the use of graphic organizers in educational practice for building and systematizing knowledge. This investigation concluded that graphic organizers help learners in understanding the content of the text by classifying and modeling ideas in the text.

Williams et al. (2005) studied that incorporation of graphic organizer in the comprehension of expository reading texts. This study investigates the effectiveness of an instructional program designed to teach 2nd graders how to comprehend compare-contrast expository text. Along with introducing new



content (animal classification), the program emphasizes text structure using a graphic organizer, and through the close analysis of specially constructed exercise paragraphs. Students were able to demonstrate transfer to uninstructed compare-contrast texts though not to text structures other than compare-contrast. Moreover, the text structure instruction did not detract from their ability to learn new content. The results provide evidence that explicit instruction in comprehension is feasible and effective as early as the 2nd grade.

Xiangying Jiang and William Grabe, (2007) have researched a number of generic forms of graphic representations such as definitions, compare and contrast, cause and effect, process and sequence, etc that apply to regularly recurring text structures. In their research, they stated that GOs help teach reading comprehension in two primary ways: First, they raise awareness of how the information in texts is organized. Second, GOs oblige students to make explicit decisions about how different pieces of information in a text relate to each other as main ideas, supporting ideas, and informational details. When carried out effectively, GO instruction helps students build a coherent representation of the text meaning; this coherent representation can be discussed overtly because everyone has access to this visual representation.



## Chapter III

### Research Methods

#### A. Research Design

The design used in this research is action research. Action research is related to the ideas of reflective teaching and the teacher as researcher. Burns (2010:2) states that AR involves taking a self reflective, critical, and systematic approach to explore teachers' own teaching context. By critical, she does not mean being negative about teachers' teaching, but taking a questioning and problematising stance towards teachers' teaching. Problematising does not imply looking at teachers' teaching as if it is ineffective and full of problems. Rather, it means taking an area that they feel could be done better, subjecting it to questioning, and then developing new ideas and alternatives. Therefore, in AR, a teacher becomes an investigator or explorer of his or her personal teaching context, while at the same time being one of the participants in it. The figure below presents the steps in Action Research.

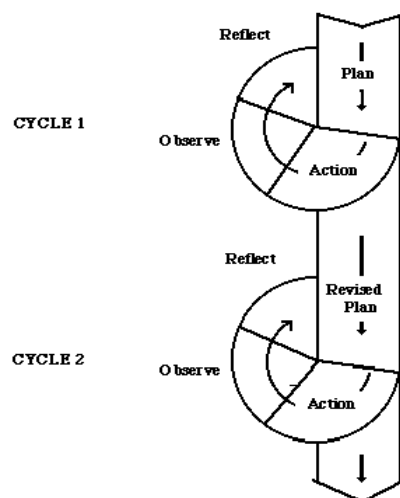


Figure 2: Cyclical AR model based on Kemmis and McTaggart (1988)

## B. Research Setting

### 1. The Place of the Research

The research was conducted in SMP N 15 Yogyakarta. SMP N 15 Yogyakarta is located near Lempuyangan Railway Station, precisely at Tegal St. No.61 Lempuyangan, Yogyakarta. This school is led by Drs. Sukirno, S.H. The area of this school is about 1 hectare. SMP N 15 Yogyakarta has a capacity of 30 classes completed with 4 laboratories for practice, a language laboratorium, a physics laboratorium, a biology laboratorium, alfa room, sports field, school gardens, and a library. There are also rooms for teachers, headmaster and staff, Joglo pavilion, and some canteens.

### 2. Time of the Research

The research was held from April to June. The following is the time schedule of the research.

Table 1: The Time Schedule of the Research

NO	STEPS	MONTH											
		APRIL				MAY				JUNE			
1.	Observation	■	■										
2.	Planing		■	■									
3.	Cycle 1				■	■							
4.	Planing for cycle 2					■	■						
5.	Cycle 2					■	■						
6.	Analyzing data and reporting								■	■	■	■	■

### **C. The Subjects of the Research**

The researcher chose the students of class 8D as the source of collecting data. It was based on the discussion with the English teacher and the agreement with the headmaster. The researcher also had a discussion with the collaborator. The collaborator was also a students' of English Education Department of UNY and had done her KKN PPL in that SMP. Based on the discussion and observation, class 8D had problem in reading comprehension. Therefore, the researcher chose 8D students as the subjects of this research.

### **D. Procedure of the Research**

The steps in this action research are:

#### **1. Planning**

In this phase the researcher identified problems or issues and developed a plan of action in order to bring improvements in a specific area of the research context. After finding the problem in 8D through observation, interview and discussion, the researcher planned the action to solve the problem. The researcher reviewed some theories of reading comprehension and methods in teaching reading comprehensions. Based on the above considerations, the researcher chose to use Graphic Organizers to improve the students' reading comprehension.

#### **2. Action**

The plan was a carefully considered one which involved some deliberate interventions into the teaching situation that the researcher put into action over an agreed period of time. For the Cycle 1, the researcher introduces Graphic

Organizers to the students and the teacher. After that, Graphic Organizers implemented by putting graphic organizers related to the material in order to help students in their reading comprehension.

### 3. Observation

This phase involved the researcher in observing systematically the effect of the action and documenting the context, actions and opinions of those involved. It was a data collection phase. Therefore, during the action, the researcher, helped by the collaborator and the teacher, observed the effect of the action. Besides, the researcher also did the interview to the students and took pictures to be the supporting data.

### 4. Reflection

At this point, the researcher reflected on, evaluated and described the effect of the action in order to make sense of what has happened and to understand the issue the researcher have explored more clearly. The researcher analyzed the data from Cycle 1.

## **E. Instrument of the Research**

The main instrument was the researcher herself because she undertook the planning, the action and reflection then made the report. To do all of those, the researcher used observation guidelines and interview guidelines. The researchers also used camera to take some photographs to support the data. Besides, the researcher supports the data by using a pretest and two posttests in reading comprehension.

## **F. Technique for Collecting Data**

The data were collected in the form of qualitative data which were supported by quantitative data. In gaining the data, the researcher did:

### **1. Observation**

Observation was done before and during the action in the class. In the observation, the researchers used the observation guidelines, and report it in paragraphs. To support the observation, the researcher also used a camera to take some photographs.

### **2. Interview**

The researcher interviewed the students and the teacher before, during, and after the action. To do this, the researcher used interview guidelines.

### **3. Reading Comprehension Test**

To support the qualitative data, the researcher also took the quantitative data. The quantitative data were in the form of students' reading comprehension test scores. The tests were conducted before (pretest) and after the action (posttest).

## **G. Techniques of Data Analysis**

As stated before, the data were in the form of qualitative, then it were supported by quantitative data. In gaining qualitative data, the researcher used observation and interview. The results of those are field notes and interview transcripts. All the data were interpreted and analyzed. They were connected to

the relevant theories. After that, the outcomes of the data were reported from the beginning to the end.

For the quantitative data, the researcher conducted reading comprehension tests; a pretest and two posttests. The data will be analyzed using descriptive analysis. In this analysis, the “mean” is used as the representation from central tendency.

## **H. Validity and Reliability of the Data**

### **1. Validity**

#### **a) Democratic Validity**

The research was a collaborative research. It involved the work from the researcher, the collaborator, the teacher, and the students. All the actions, solutions and the conclusion were going to be made to meet benefits for all the participants involved in this action research. The teachers and the students had the same opportunity to give a comment or critique to improve this research.

#### **b) Outcome Validity**

The most effective outcomes involved not only a resolution of the problem but also the reframing of the problem in such a way that it would lead to new questions. The outcome of this research was continued to the next teaching learning process in SMP N 15 Yogyakarta and reframed the next problem for example whether giving Graphic Organizers also was effective in improving students' writing skill or not.



c) Process Validity

The researcher ensured that the behaviors and actions in the action research was be seen from different perspectives from the researcher, the teacher, the collaborator and the students in order to guard against simplistic or biased interpretations.

d) Catalytic Validity

The catalytic validity was achieved by recounting changes in teacher and learners' understanding of the role and the actions taken as a result of these changes, and by monitoring other participants' perceptions of problems in the research setting. The research allowed all the participants to deepen their understanding of the social relatives of the context.

e) Dialogic Validity

The result of the study was monitored by peer review in academic discussion. Peer review in action research would mean dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue with 'critical friends' or other practitioner researcher, who could act as 'devil's advocates', such as the expert in education lecturers.

2. Reliability

To show the reliability, the researcher used triangulation. Triangulation aimed at gathering multiple perspectives on the situation being studied. The triangulations used in this research were in the form of 2 things. They were:

1. Time

The researcher conducted in two cycles, from May to June 2013.

## 2. Investigator

In this research, researcher investigated the result not only by herself, but also by the teacher and the collaborator.

## **CHAPTER IV**

### **RESEARCH FINDING & DISCUSSION**

This chapter presents the following sections: reconnaissance, report of Cycle I and report of Cycle II. The reconnaissance section reviews the identification of the field problems and the actions to solve the problems. The second section presents the report of Cycle I: plan, actions, observations and reflections. The report of the planning, actions, observations, and reflections of Cycle II is presented in the last section.

#### **A. Reconnaissance**

To clarify the problems in the field, the researcher conducted some activities. The activities included a discussion with the English teacher about the English teaching and learning process in the VIII D class, interviews with the VIII D students, and an observation of the teaching and learning process.

##### **1. Identification of the Field Problems**

Based on the discussion, interviews and observation, the researcher identified 14 problems related to the English teaching and learning process in the VIII D class of SMP N 15 Yogyakarta. The problems were related to the teacher, the students, the teaching materials and the teaching technique. The field problems are shown in the following table.

**Table 2: The Field Problems Concerning the Teaching Learning Process of English in VIII D class of SMP N 15 Yogyakarta.**

<b>No</b>	<b>Problems</b>	<b>Code</b>
1.	The students lacked vocabulary.	S
2.	The students have low motivation to read materials, especially long texts.	S
3.	The students had high anxiety in class especially when answering teachers' questions.	S
4.	The students had difficulty comprehending written text.	S
5.	The students had difficulty finding the main ideas.	S
6.	The teacher did not use varied media, especially in reading.	LM
7.	The students had difficulty finding detailed information.	S
8.	The materials were sometimes not interesting for students.	LM
9.	The students could not focus on the materials.	S
10.	The teacher lacked variation in her teaching technique.	TT
11.	The students felt sleepy and bored during teachers' explanation of the reading process.	TT
12.	The students played around instead of focusing on their task.	S
13.	The teacher called on to some students only.	T
14.	The teaching learning facilities were seldom used.	LM

Note:

S: Students      T: Teacher    LM: Learning Material    TT: Teaching Technique

As stated in Chapter I, the researcher focused the research on improving students' reading comprehension, by only addressing the problems related to the teaching of reading.

**Table 3: The Problems Related to the Teaching of Reading in VIII Class of SMP N 15 Yogyakarta.**

No	Problems	Code
1.	The students lacked vocabulary.	S
2.	The students had difficulty comprehending written texts.	S
3.	The students had difficulty finding the main idea.	S
4.	The teacher did not use varied media, especially in reading.	LM
5.	The students had difficulty finding detailed information.	S
6.	The students felt sleepy and bored during the teacher's explanation in teaching reading process.	TT
7.	The students have low motivation to read materials, especially long texts.	S

Note:

S: Students      T: Teacher    LM: Learning Material    TT: Teaching Technique

## **2. Determining the Actions to Solve Problems**

After having a discussion with the teacher and collaborator, and after reviewing some theories related to teaching reading, the researcher determined some actions expected to offer some solution to the problems.

**Table 4: The Actions Applied in the Study**

No.	Actions
1.	Using Power Point slide show to visualize the text.

2.	Using the Graphic Organizers technique to teach how to read narrative text.
3.	Guessing meaning from contextual clues.
4.	Creating “students’ dictionary”.

### 3. The Relationship between the Problems and Action

After designing the actions, the researcher related the field problems to the actions designed. The following table shows which problems were related to the actions that had been designed.

Table 5: The Relationship between the Field Problems and Action

Problems	Action
1. The teacher did not use varied media, especially in reading. 2. The students felt sleepy and bored during the teacher’s explanation in teaching reading process.	Using Power Point slide show to visualize the text.
3. The students had difficulty comprehending written texts. 4. The students had difficulty finding the main idea. 5. The students had difficulty finding detailed information. 6. The students have low motivation to read materials, especially long texts.	Using the Graphic Organizers technique to teach how to read narrative text.
7. The students lacked vocabulary.	Guessing meaning from contextual clues. Creating “students’ dictionary”.

## B. Reports of Cycle I

### 1. Planning

In this phase, the researcher planned a set of actions which was implemented to improve students’ reading comprehension. The researcher

focused on finding the main idea, finding detailed information and improving students' vocabulary mastery. The text used was narrative text.

The researcher decided to conduct Cycle I in three meetings. The first meeting would be the teacher modeling. In this meeting, the teacher would give some examples of using Graphic Organizers when reading. The second meeting would be the guided practice. In this meeting, the teacher would give some tasks so that the students could practice using Graphics Organizers in reading. In the third meeting, the students would independently use Graphics Organizer to help them in comprehend the text.

The researcher also planned to use creative dictionary in every meeting to help the students in improving their vocabulary. This creative dictionary was basically a Graphic Organizer in the form of a table of words. In the first meeting, the students would be asked to decorate their own dictionary based on their creativity so that the students would have the sense of belonging toward the dictionary. In every meeting, they would write down the guessing meaning, the dictionary meaning, the sentence and drawing the sketches to express the word.

In the beginning of each meeting, the teacher, that was also the researcher, would remind them about the previous materials and explain how to use Graphics Organizer in reading. The teacher also would use slide shows to attract students' interest. In the end of the cycle, the teacher would do some assessments.

## **2. Actions and Observation**

During the actions, the researcher worked with two collaborators, one who had experienced in teaching the class during her KKN PPL, and the English teacher. When the researcher played the role as teacher, the collaborators helped in observing the class and recording the activities in the form of field notes. In the end of each meeting, the collaborator and the English teacher would give some reflection and recommendation about the meeting.

As it was planned, Cycle I was conducted in three meetings. In the first meeting, the teacher gave some examples or models on how using Graphics Organizers to help them in comprehending the content of written text. In the second meeting, the students would guide practicing using Graphic Organizers in reading. In the third meeting, the students would practice used Graphic Organizers independently. The detail of each meeting would be presented below.

### **1. Meeting 1 (Teacher Modeling)**

The first meeting conducted on May 2<sup>nd</sup>, 2013. Previously on April 30<sup>th</sup>, 2013, the researcher conducted a pretest and gave some briefing about the research. The researcher explained her attempt to solve the students' reading comprehension problems through Graphic Organizers. The researcher also gave a brief explanation about Graphic Organizers.

On May 2<sup>nd</sup>, the researcher started the lesson by asking about the students favorite stories. The students answered variously. Then the researcher asked them to retell the story briefly but the students kept silent, no one wanted to try. After the researcher allowed them to use English mixed with Bahasa Indonesia to retell



the story, some students had some tries. Then the researcher started to introduce “The Ugly Duckling” narrative text.

The researcher distributed the students’ sheet and prepared the text in slide show. Then the researcher read the text in front of the class. After read the text once, the researcher checked the student understanding by asking some questions related. The students could answer simple question such as about the name of the characters correctly, but for the next questions, they keep silent. The researchers asked about their difficulty in comprehending the text. One of the students answered in Bahasa Indonesia, “*ga paham Miss, soalnya banyak kata yang ga kita tahu*”

The researcher then distributed the students’ dictionary. The students’ dictionary was a dictionary that had been created by the students themselves. The researcher explained that they would create their own dictionary. First, the researcher asked them to decorate the book creatively. Then, the researcher explained that their creativity would be marked. The students looked enthusiastic when decorated the books using some color pencils distributed. After 10 minutes, the researcher asked them to continue the decoration at home and started to fill the table with any difficult words they found in the narrative text entitled “*The Ugly Duckling*”. The students should also found the meaning using dictionary or asked to the others.

After they finished their tasks, the researcher read the text once again. This time, the students could comprehend the text better since they knew the meaning of the words used. Then the researcher showed the Graphic Organizers

of narrative text in the slide show. Together with the students, the researcher filled the table based on the story. Some students actively answered each question from the researcher. After finishing the table, the researcher called on some students to answer about the detail information from the story. Most of them could answer the questions correctly although they mix it with Bahasa Indonesia in answering.

In the end of the meeting, the researcher explained about the activities they would do in the next meeting. Then the researcher asked them to continue decorating the dictionary at home. The researcher also asked if there were any questions the students had during the lesson. The researcher dismissed the class at 11 am.

## 2. Meeting 2 (Guided Practice)

The second meeting was held on May 3<sup>rd</sup>, 2013. The researcher started the meeting by reviewing the materials in the previous meeting. First of all, the researcher asked about the detail information in "*The Ugly Duckling*" which has been discussed in the previous meeting. Then, the researcher asked about their dictionary creation. The researcher asked them to lift up their dictionary. They did it enthusiastically. The researcher also reviewed the previous graphics organizers that had been discussed in the previous meeting.

After distributing the worksheet, the researcher prepared the slide show of a new narrative text entitled "*Lion and the Mouse*". After the researcher read it once, she checked the students understanding by asking some general information about the story. The students can guess the answer correctly but some of them

were not sure about the answer. It happened because they did not understand the meaning of some words.

*P mengecek pemahaman siswa. Beberapa siswa mencoba menebak gambaran besar cerita, namun beberapa tebakan mereka tidak sesuai. Salah satu siswa berkata “ susah miss, banyak kata-kata yang ga tahu artinya”.*

(P checked the students understanding. Some of the students tried to guess the main idea of the story but it was incorrect. One of them said “it was difficult Miss, we did not know the meaning of some words” )

FN7, 3 Mei 2013

Related to that, the researcher asked them to do Task 2. In this task they had to guess the meaning of the difficult words without opened the dictionary. The researcher did the first question as the example. The researcher explained some tips on how to guess the meaning by giving attention on the surrounded words or the pictures. The students made a group of four to discuss it. Most of them got difficulty in understanding the task. The researcher then tried to explain it one by one on each group. After 30 minutes, they finally could finish the task. The researcher then checked the answers by showing the digital dictionary on the slide show. They looked amazed when they got the right guessing.

*P meminta jawaban tebakan dari perwakilan kelompok lalu memperlihatkan arti sebenarnya di kamus dengan kamus digital di slide. Siswa terkejut melihat mereka hampir bisa menebak setiap artinya tanpa membuka kamus.( R asked each groups’ reperesentative to share their guess and then R showed the dictionary meaning through digital dictionary in slide show. The students looked amazed knew that they could guess almost all the words correctly without dictionary. )*

FN7, 3 Mei 2013

The researcher then distributed the graphics organizers sheet. In pairs, the students started their guided practice. The researcher reviewed the previous graphics organizer for “*The Ugly Duckling*” text as the example. Then the students tried to complete the table of graphics organizer. The students could write down the character and the setting correctly but then they got difficulty in answering the others columns. Most of them had difficulty when they were asked to share their idea in English.

*P meminta siswa mengisi kolom-kolom GO's yang disediakan dengan pemahaman mereka terhadap cerita. Setelah 10 menit, mereka belum selesai mengerjakannya. Siswa dengan mudah mengisi kolom character dan setting namun mengalami kesulitan pada kolom-kolom setelahnya. Salah satu siswa bertanya, “miss, kalau ‘ si tikus ngerjain singanya”, itu bahasa inggrisnya gimana?”. Beberapa siswa yang lain menanyakan hal yang hampir sama, mereka menanyakan bagaimana mengungkapkannya dalam bahasa Inggris.* (R asked the students to complete the provided column in GO's based on their understanding of the story. After 10 minutes, they couldn't complete all the column. The students could easily completed the character and setting column but they got difficulty to complete the next columns. One of the students asked “Miss, how to say ‘the mouse pranked the lion’ in English?”. Some of students also asked the similar problems, they asked how to share their idea in English.

FN 7, 3 Mei 2013

Finally the students made some sketch in Bahasa Indonesia. They could write down the details correctly in Bahasa Indonesia. The researcher dismissed the class at 10.40 as the schedule. The researcher asked the students to continue their task at home.

### 3. Meeting 3 (Independent Practice)

The third meeting was held on May 7<sup>th</sup>, 2013. The researcher started the meeting by reviewing the previous material. The researcher asked the students to show their graphics organizer about the previous narrative text. Then, the researcher checked their understanding by asking the detail informations in the text. There was an improvement of the number of the students who active in answering the question. Some students who kept silent in the previous meeting started to be active in answering to question. They seemed confident about their answers. The researcher asked them about the difficulty level of the questions and they answered it was easy because they could easily found the answer in the graphics organizer.

*P lalu meminta siswa mengerjakan task 3 pada worksheet. Setelah 10 menit berlalu, P bersama siswa memeriksa jawaban yang benar. P menanyakan tingkat kesulitan soalnya, salah satu siswa menjawab “ gampang miss, jawabnya udah ada ada di tabelnya, gampang dicari tinggal nulis lagi.” ( R then asked the students to do task 3 in their worksheet. After 10 minutes, R checked the answer with the students. R asked about the question’s difficulty level, one of the students answer “it was easy Miss, since the answers was on the column, it was easy to foun then just write it again.”)*

FN 8. 7 Mei 2013

In this meeting, the researcher focused on the students practicing independently to comprehend the narrative text using Graphic Organizers. The researcher introduced a new narrative text. At first, the researcher asked them to read it and write down the difficult words for them in their dictionary and tried to

guess the meaning. After 10 minutes, the researcher asked them to sketch the graphics organizers. Then, the researcher asked the students to find out the detail information in the text. Most of the students were active in joining the activities.

The researcher also asked them about the reference since this kind of question frequently occurred in narrative text reading comprehensions. First, the researcher explained it. Then she gave the examples. The students then worked with their next task about reference. They finished it in ten minutes. They answered all of the questions one by one confidently.

The next section was for the assessment. The researcher asked the students to answer the following questions from a narrative text. The researcher asked the students to write a sketch of Graphic Organizers first and asked them to guess the meaning of some difficult words. They tried to sketch the graphics organizers and wrote the table in Bahasa Indonesia like what happened before. They finished their task in 15 minutes. Then the researcher checked the answers. In the questions number 1, 2, 7, and 8, more than 5 students wanted to answer voluntarily. But in the other questions, only 1 to 3 students wanted to try. The researcher discussed the answers one by one.

In the end of the lesson, the researcher asked the students to collect their own dictionary. Some of them disagreed with the instructions because they did not write a lot of new words in the dictionary. The researcher still asked the students to gather the students' dictionary in the rest of the meeting. The next field note and image showed the situation at the moment.

*Sebelum kelas berakhir, P meminta siswa untuk mengumpul kamus yang telah mereka buat untuk diperiksa, namun banyak dari mereka yang tidak setuju. Salah satu dari mereka berkata “ besok aja Miss, kita isi dulu, masih dikit isinya” .P menanyakan alasannya, dan mereka menjawab “ lama kalau mau ngisi tiap hari Miss. Siswa lain menjawab “rencananya mau ditulis sekalian nanti kalau mau dikumpulkan”. ( Before the class was ended, R asked the students to collect their dictionary to be checked, but most of them disagreed. They said “It would better to collect the dictionary tomorrow Miss, let us complete it first, we did not write a lot of new words in the dictionary. The researcher asked for the reason and they said “It will take time to write it down each meeting”. Some other said “they’ve planned to complete it before the day of collecting the students’ dictionary”.*

FN 8, 7 Mei 2013

In the next step, the researcher reflected the activities that had been conducted. The researcher asked the students’ opinion about the activities in the previous meetings. Some of them said that the activities were useful to help them understand the content of the text because they could imagine the plot of the story through the table. They also said the students’ dictionary helped them to memorize the new words because it could be easily opened. On the other hand, some of the students added that it was difficult to write the table in English since they have understand what they want to wrote but they didn’t know how to express it in English.

### **3. Reflection**

Based on the observations and interviews during Cycle I, there was no obstacle in introducing graphic organizers strategy to the students. The using of power point to show the students the Graphic Organizers and explained how to

use it, make the students easy to understand. First of all they got confused how to use Graphic Organizer especially when they have to write down the plot of the story. This happened because they lacked vocabulary. To deal with the problem, the researcher used the guessing meaning task.

In the beginning, the guessing meaning task made them confused. The researcher should explain it one by one to each group. It took more than 30 minutes for the explanation. But finally they could understand and had a try. In the end they were amazed with their own succeed in guessing the meaning and they became more confident.

In the second meeting, there were more students active in the class activities. It happened because they felt confident with their comprehension. Although some of them guessed it incorrectly, but they didn't stuck on one or two difficult words. They tried to guess it confidently.

*P: Oh gitu, kalau yang bagan tebak arti kata itu gimana dik?*

*S: Iya, seru itu mbak, jadi ga harus terus buka kamus bisa menebak artinya, walau kadang masih salah sih mbak, tapi jadi lebih pede mbak setelah tahu cara nebaknya.*

*(P: Then, how about the guessing meaning table?*

*S: It was fun, without open the dictioanary we could guess the meaning, although I still made mistakes sometimes, but it made me more confident after understood the way to guess it.)*

Interview 4

For the students' dictionary, the students looked enthusiastic to create their own dictionary. Since they were on junior school, they looked enjoy to decorate their dictionary with color pencils. The students gave good responds



about this. But, in reality they didn't write a lot of words on their dictionary. Their reason was the time to write the words. They had planned to do it at once before it completed. It showed in these followed interview transcript.

- P: Kamusnya gimana, membantu ga buat kamu?*
- S1: Yo lumayan membantu mbak*
- P: Memang gimana membantunya?*
- S1: Yo jadi gampang inget mbak, kalo inget gambarnya, terus yo bisa kita buka kapan-kapan.*
- P: Lha tapi kok dikit diisinya? Tadi pas mau dikumpulin pada protes.*
- S2: Ya mbaknya ga pernah bilang mau dikumpulin tiba-tiba, jadi ga kita isi dulu.*
- S1: Lama mbak kalau ngisi tiap hari, mending sekali di akhir aja mbak sebelum dikumpulin.*
- (R: How about the dictionary? Is it helpful?*
- S1: Yeah, it was a little bit helpful.*
- R: How?*
- S1: It made memorize the words easier, especially when we rememd=ber thye sketch, and then we could open it anytime.*
- P: Then, how could you did not complete it? When I asked the students to collect it,most of you was complain.*
- S2: It was because you never say it would be completed suddenly, so we did not complete it.*
- S1: It would took a long time to complete it everyday, it was better to complete it once in the end before collecting it.*

Interview 7

For the Graphic Organizers for narratives text, the students found it helpful. When they have already made sketches of the Grapic Organizers, they

can easily answer any questions about the text discussed. But since they should write down in English, it was a problem. By guessing the meaning and memorize the difficult words they have comprehend through dictionary, they can guess the main idea of the text, but it was difficult to make them write down in English. This problem was exemplified on the following interview transcript

- (P: Is it difficult to complete the column?  
 S: I still got some difficulty, but it would better later.  
 P: In what point that made you get the difficulty?  
 S: In how to write it, since it should used our own words, I understood the story but it was difficult to write it in the form of English sentences.

Interview 4

Despite of that problem, the students gave good comments about the strategy. The students said that strategy helped them in understanding the text. They were able to visualize the story through gave attention to each columns of the table as exemplified on the following transcript.

- P: Oh iya, lha itu gimana, bikin tambah mudeng po malah mubeng?hhaha*  
*S: Mudeng sih kalau aku mbak, jadi lebih memahami penggunaan bagan itu dan lebih mudah memahami ceritanya mba, karena dari bagan itu sudah kelihatan mana tokoh,setting, trus ceritanya gimana mbak.*  
 (P: Then how about the table, was it help you to understand or made it more complicated?  
 S: It was helpful for me, so by understading the table,I could understand the whole story, since we could see the character, setting and the plots in the table.

Interview 5

The students had already felt the benefit of using GO's as their strategy to comprehend the text. They felt confident to guess the meaning of the words through the guessing meaning column and memorizing the new words through their own dictionary. They could also visualize the story by following the table of the plots. Those three activities are the example of Graphic Organizers. Whereas, since it was new for them, they have difficulty in completing the table. In guessing the meaning, they still did not guess it correctly because they only focused on the main idea of the story. For the narrative text Graphic Organizers, they also had difficulty to complete the table in English since it was difficult to translate their idea or understanding in English.

## **C. Reports of Cycle II**

### **1. Planning**

Considering the reflection of Cycle 1, the researcher found that there were some points of the actions that were still weak but some others points need to be maintained. In Cycle II, the researcher and the collaborators paid attention to both strong and weak points of the action in the previous cycle. The strengths were about the application of guessing meaning from contextual clues and use of Graphic Organizers sketch to help the students comprehending narrative texts. The weaknesses were related to the students' dictionary and the students' problems to complete the events column in English. In Cycle II, the researcher

and the collaborator planned to improve the teaching and learning process related to those weaknesses.

The Cycle II was also organized in three meeting. The first meeting would be the teacher modeling, the second meeting would be the guided practice and the third would be the independent practice. It was looked same as the previous cycle, but there would be some modifications in the actions of Cycle II.

Based on the discussion with the collaborator and the English teacher, the researcher decided to use narrative text too in this cycle. This decision was taken because the students still had difficulty in applying Graphic Organizers in reading narrative text. The English teacher suggested using narrative text in this cycle too. She gave the suggestion because the students got most difficulty in narrative text since usually it was a long type text compared to the others.

To improve the students' interest to complete the dictionary, the researcher planned to give the minimum requirement. Each student should write at least 8 words each day derived from the text had been learned. In the end of the meeting, the researcher would conduct a brief vocabulary quiz. The quiz would be conducted in various term. It could be just an oral quiz or through games. In each meeting, there would be time to complete the dictionary and for the quizzes. It would help them to memorize the new vocabulary item in order to enriched their vocabulary.

Then, considering the students complain in Cycle I in completing the column, the researcher planned to use more simple Graphic Organizers. The Graphic Organizers would be the sketch only, and the students had no need to

complete it in a whole sentence but only write down the main words. In Cycle I, the students complained that it was difficult to translate their ideas in English. They already had the idea, but their lacked skill in writing hindered them to used Graphic Organizers effectively.

The researcher and collaborator also planned to improve the students' involvement in the class. The researcher would let the students give their opinion openly in each activity. In the second and third meetings, the researcher would let the students to present their sketches. This activity would make them share their understanding and helped each others. The researcher would build positive atmosphere between the students and teacher by welcoming any questions, opinions, or suggestions during the lesson.

## **2. Actions and Observation**

The Cycle II was also conducted in three meeting. The first meeting was the teacher modeling, the second meeting was the guided practice and the third was the independent practice. In the first meeting, the researcher introduced the modification of the actions, included the vocabulary quiz and the new technique on completing the Graphic Organizers. The students started to share and discuss their sketch in the second meeting. In the third meeting, the students completely used Graphic Organizers by themselves to do some task related to the provided text.

### 1. Meeting 1 (Teacher Modeling)

The first meeting of Cycle II was held on 16<sup>th</sup> May, 2013. The researcher began the lesson by reviewing the previous post test. The researcher distributed the test result and discussed questions that most of them did it incorrectly. The researcher also reviewed the actions in Cycle I. The researcher let them to share their opinion. Most of them had positive comments about the actions in Cycle I. The only complain was about the event column. They still had difficulty to complete it.

The researcher was also shared her disappointment toward the students' dictionaries. The researcher distributed their dictionary and said it was disappointment because most of them only write down the words in the first meeting and did not continue to do it in the next 2 meetings. The solution of this case was by giving the requirements to write down at least 8 words in every meeting. In the end of the meeting, there would be a test to check their vocabulary mastery.

After reviewed the previous narrative text, the researcher introduced a new narrative text entitled "the Four Friend". The researcher read the text once then asked the students to read it by called on some students randomly. While reading the text one by one, they also completed the second task. When they found the words on the provided table in the text, the researcher asked them to guess the meaning. The students' participation in the lesson was increased. It was shown by

the increased number of students who participated in answering the questions voluntary. They looked confident with their answers. After they all write down their guess, the researcher showed the dictionary meaning of the words in slide show.

*Dengan diskusi informal yang dilakukan siswa, setiap siswa berhasil menyelesaikan task 2 dalam 10 menit. Selanjutnya P menunjukan arti dalam kamus, reaksi siswa tidak seterkejut saat pertama, sepertinya mereka sudah menduga jawaban mereka benar. Kepercayaan diri mereka dalam menjawab meningkat ditunjukan dengan beberapa siswa berebutan angkat tangan ingin menjawab. ( By informal discussion, each students could finished task 2 in 10 minutes. Then P showed the dictionary meaning in slide show, the students' reaction was not as amazed as before, they already knew the got it correctly. their confident increased, it was shown by some students actively raised their hand to answer.)*

FN 10, 16 Mei 2013

Before the researcher asked the students to do another task, the researcher gave an example of the model of Graphic Organizers. The researcher made a sketch of the new Graphic Organizers. Together with the students, the researcher completed the Graphic Organizers. For the event column, the researcher only completed it by some main words; it was not in the form of sentence. The students looked satisfied with this solution. The researcher said they could add it by some symbol or sketch to make them understand their own Graphic Organizers. After that, the researcher asked them to do the next task. They did the task only less than 10 minutes. One by one, they voluntary raised their hand. Most of them were

willing to answer the questions. The researcher called some students randomly. Sometimes, the students need to add some information or continue the other students' answer.

After checking the students' understanding and welcoming some question about the previous lesson, the researcher moved to the next activities. The researcher gave 10 minutes for the students to complete their dictionary with at least 8 new words they had learnt. The researcher then checked it briefly around the class. The vocabulary quiz for that meeting was orally quizzes. The researcher called on some students randomly and asked them about the meaning of some words plus gave the example sentences. Not all of the students got the opportunity to do the quiz because the time was limited, so the researcher told that the others students would join the next quiz. The researcher asked for any questions the students had during the lesson once again before dismissed the class.

## 2. Meeting 2 (Guided Practice)

The second meeting of Cycle II was held on May 17<sup>th</sup>, 2013. First, the researcher reviewed the previous meeting activities and the text had been learnt. To start the lesson, the researcher introduced a new narrative text entitled "The Smartest Animal". The researcher read the title only then called one student randomly to read the first two sentences. Then the researcher asked the students to choose the other students randomly to continue the reading. They were interested to do that. They paid more attention to the reading because they were afraid they got chosen by their friends. The class situation became lively because of that.



They all laughed when one of them got chosen. While reading the text, the researcher asked them to guess the meaning of some new vocabulary orally.

To begin the guided practices, the researcher asked the students to work in group of four. The group would discuss and made the sketch of Graphic Organizers for the story. They made the sketch for 10 minutes then the researcher asked some group representatives to share their Graphic Organizers. All of the groups could make their sketch correctly. Using the Graphic Organizers, the students were asked to answer the followed multiple choice questions individually. Since it was in the form of multiple choice questions, the students had confident to answer. Most of them were enthusiastically answered the questions orally.

For the last 20 minutes, the researcher asked the students to write at least 8 new vocabularies they had learned in their dictionary then did the vocabulary quiz. The vocabulary quiz for the second meeting was in the form of games. The researcher asked 7 students who had not got the chance to do vocabulary quiz in the previous meeting to make a line in front of the class. The researcher secretly gave a word to the students in back line and asked her to draw the meaning of the words. The students then showed it to the next students, then the students also draw the same pictures. It was continued to the end of the line. The last student should guess the words from the last picture.

All students were interested to do the game. Even the students who did not participate in the game wanted to guess the meaning. The other students then wanted to do the same game too, but since there were only limited time to do that,

the researcher ended the class and promised they would do the game later if they got the chances. After made sure there were no questions left about the lesson, the researcher dismissed the class.

### 3. Meeting 3 (Independent Practice)

The third meeting of Cycle II was conducted on May 21<sup>st</sup>, 2013. Before starting the independent practice, the researcher reviewed the text that had been learnt in the previous meeting by asking some question about the text. The students actively shared what they remembered about the text.

The researcher then distributed students' worksheet and showed it in slide show. The researcher then read the title and asked one student randomly to read the next sentences. The students then asked the other student to continue reading just like in the previous meeting. After they have done reading, the researcher asked them to guess the meaning of some new words that were found in the story. As in the previous meeting, the students actively contributed to share their guessing meaning.

For the independent practice, the researcher asked them to sketch the Graphic Organizers of the story individually. Using the sketch, the students answered the following questions. The students did not have any difficulty to do the task. They only needed 10 minutes to do the task then enthusiastically raised their hand to share their answers. The next activity was writing at least 8 new words they had learnt in their dictionary and did the vocabulary quiz. Since they

had interested in the previous vocabulary game, the researcher conducted the same game in that meeting.

The researcher ended the meeting by reflecting all the meeting they had. Some students gave positive responds by stating that the teaching and learning process was fun because it was a new technique for them. They also said that now their confident when they met a new text increased because they could guess the difficult words. Some of them added that now they could organize and imagine what they have read so that they could understand the text faster.

### **3. Reflection**

The teaching and learning process in Cycle II was done smoothly. There were not any significant problems found in three meetings conducted. The problems that occurred in Cycle I had been solved by implementing some modification of the actions as discussed with the English teacher and collaborator. The students were already familiar with the technique. They could understand the instructions given and did the task faster.

During the learning and teaching process in Cycle II, the researcher often asked students opinions, questions, or suggestions. Based on their opinions, the researcher could understand the situation better and made some improvement on the actions. Because there were always the segment to share the students' opinion during the meeting, a positive atmosphere between the teacher and students had been built.

The students' confident in comprehending the text was increased. Since Graphic Organizers helped them to organize and visualize the text, the students

could comprehend the text faster. As a result, most of them were active to participate during the teaching and learning process. It was supported with the positive environment between the teacher and the students. This condition was exemplified from the interview transcript below.

- P: Berarti yang mbak pakai bagan-bagan itu membantu ya dik?*
- S: Ya membantu mbak, kan karena jadi diperinci gitu kan mbak. Jadi kalo ada pertanyaan bisa langsung di cari di bagan.*
- P: So, how about the table, was it helpful?*
- S: Yes Miss, it made the text more detail, so we could find the answer in the table.*

Interview 8

- P: Hhaha, terus lanjut, tentang bagan yang ada character, setting, itu gimana dik?*
- S: Iya itu bagus, karena saya bisa membedakan bagian-bagian terpenting dari cerita narrative mbak jadi gampang dibayang.*
- P: Hhaha, then about the table of character, setting etc, how about that?*
- S: It was good, because I could differentiate each important parts in narrative, so it was easy to imagine the story.*

Interview 9

The students also could overcome their difficulty related to the meaning of new words. Since their lacked vocabularies became the core problems in comprehending the text, the used of guessing meaning technique helped them a lot in comprehending the text as exemplified from the interview transcript below.

- P: *Kalo yang bagan tebak arti kata itu gimana?*
- S: *Sangat membantu, itu kan bisa memberi gambaran tentang arti kata itu sebelum tahu artinya, ga harus buka kamus sudah tahu artinya.*
- P: How about the guessing meaning table?
- S: It was helpful, it could give us the imagination about the meaning of the word before we knew the exact meaning, without opening the dictionary we could already knew the meaning.

Interview 7

In Cycle I, the students did not use the students dictionary effectively. Although they agreed that the dictionary would help them to memorize the new words, some of them wrote only some words taken from the first meeting materials only. Based on the discussion with the English teacher, the solution to overcome this problem was by giving the requirement to write at least 8 words in each meeting and did the vocabulary quiz in the end of every meeting. This solution could be effectively overcome the problem as exemplified from the field note and interview transcript below.

- P: *Kalo kamusnya gimana?*
- S: *Ya lebih asyik karena bisa gambar sendiri mbak*
- P: *Di isi ga?*
- S: *Ya diisi lah mabak, kan wajib tiap hari, trus akhirnya ada quiznya, kalo ga ngisi ga bisa jawab.*
- P: How about the dictionary?
- S: It was fun because we could create it by ourself.
- P: Have you complete it?
- S: Yeah Miss, since it was a must in each meeting, and in the end, there would be a quiz, it was difficult to do the quiz without completed the dictionary.

Interview 7

The other problem in Cycle I related to the student's difficulty in completed the Graphic Organizers especially the event column had been solved by modifying the Graphic Organizers. In the previous Graphic Organizers, the students should complete the column with sentences, but in Cycle II they just needed to write the main words as long as they could understand their sketch. This solution could made the used of Graphic Organizers became more effective as exemplified from the interview transcript below.

*P: Masih susah ga dik ngisinya?*

*S: Ga mbak, kan sekarang sudah boleh cuma nulis kata-katanya aja mbak ga harus kalimat.*

*P: Was it still difficult to complete the column?*

*S: No Miss, because now we could complete it in words per words without made it in sentences.*

Interview 9

In line with the increasing of students' vocabulary, the student's motivation in reading was also increased. Since the students could overcome their difficulty when they met new words through guessing meaning technique and memorize the words trough their dictionary, the students could comprehend the new text easily. This condition made the students motivation in reading became higher as exemplified from the interview transcript below.

*P: Nah kalau sekarang kalau ketemu teks narrative masih malas ga dik mau membacanya?*

*S: Ya kan kalau ga ngerti bisa di tebak arti katanya, terus bisa dibuat bagan biar mudeng biarpun teksnya panjang, jadi ga malas lagi mbak.*

- P: Then now, when you found a narrative text, what do you feel?
- S: Because now we could guess the meaning of the words we did not know, and made the table to made the long text easy to understand, so it make my motivated.

Interview 9

Based on the observation in Cycle II, the students reading comprehension skill was improved. The students comprehended the text easily because they could organize and visualize the text. The students could overcome their problems related to vocabulary mastery by implementing the guessing meaning technique. They also could memorize the meaning of the words through their own dictionary. The students were motivated in reading because they were confident to overcome the possible problems occurring during the reading process.

The improvement of the student's reading comprehension skill could also be seen from their score during the tests. The researcher conducted the tests three times; before implementing the action, after the implementation of Cycle I, and after the implementation of Cycle II. The student's score increased significant in each test.

#### **D. The Result of the Research**

This part presents the general research finding. The research findings consist of qualitative data supported by quantitative data. The qualitative data presented the general finding of the observation during the actions and the interview as presented in the reports of Cycle I and Cycle II. While the

quantitative data presented students' score before and after the implementation of the actions. The research findings were presented in table below.

Table 6: **The Research Result**

<b>Problems</b>	<b>Cycle I</b>	<b>Cycle II</b>
1. The teacher did not used varied media, especially in teaching reading. 2. The students felt sleepy and bored when listening to teacher's explanation.	The using of slide show completed by some pictures made students focus and did not get sleepy during the teaching learning process.	The using of slide show made the students visualize the text better. The researcher was also adding some games in the teaching learning process so that the student's did not get bored.
3. The students could not comprehend texts. 4. The students had difficulty in finding main idea. 5. The students had difficulty in finding detail information. 6. The student's low motivation in reading especially a long text.	The using of Graphics Organizers made the students can organize and visualize the text better and help them to comprehend the text. The students could also find the main idea and detail information easily since it was written in the GO's table. Since they could organize the text well, they	The students could comprehend the text better through the implementation of GO's. By modifying the way to complete the table, the students could complete the table easily. The student became more motivated to read, even a long text since they could



	got more motivation to read. But the students still got difficulty to completed the GO's table.	visualize and organize the text.
7. The students lacked of vocabulary mastery.	The students could guess the meaning of the new words through the implementation of guessing meaning from the context technique. The students could also memorize the new words through their own creation dictionary, but because there was no obligation to complete the dictionary, some of the students did not complete it.	The students became more familiar with the guessing meaning from the context technique. This situation make them became more confident facing a new text since they could guess the meaning. The used of the dictionary was also become more effective supporting by the vocabulary quizzes conducting in every meeting.

To support the qualitative data, the researcher also used the quantitative data. The data were gained by conducting reading comprehension tests. The reading comprehension tests were administered three times, before the implementation, after the implementation of Cycle I and the last after the

implementation of Cycle II. The researcher then compared the score by focusing on the mean. The table below presents the mean score of the reading comprehension test.

**Table 7: Students' Mean Score of Reading Comprehension Test**

<b>Test</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard Devise</b>
Pre Test	35	59.71	12.9446
Post Test I	35	67.29	9.2627
Post Test II	35	72.00	8.2426

Table 7 above presented the mean score of the reading comprehension test that were conducted in three times. The table showed that the mean score of the first post test increased 7.58 and it was continued in the second post test increased 4.71 so there was 12.29 point increases from the pre test. The mean score of the pre test is 59.71, the mean score of post test I is 67.29 and the last post test score is 72.00. The quantitative data above supported the result that the students' reading comprehension skill was improved through implementing graphics organizers.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

The aim of this research is to improve the students' reading comprehension skills through Graphic Organizers technique. The method used in this research is action research. The researcher chose reading comprehension as the focus based on the observation and interviews before the actions. It showed that the students' reading comprehension problems need to be solved immediately. The Graphic Organizers technique was chosen based on some theory reviews from the experts.

The actions were implemented in two cycles. Each cycle was conducted in three meetings. The first meeting is for teacher modeling, the second is for guided practice and the last is for independent practice. In formulating the result, the researcher gained two kinds of data in this research; qualitative and quantitative data. The qualitative data were summarized as follows.

From the observations and interviews during the implementation, it was found that the using of Graphic Organizers made the students able to organize and visualize the text better and help them to comprehend the text. The students could also find the main idea and detail information easily since it was written in the Graphic Organizers table. Because they could organize the text well, they got more motivation to read. It was supported by the use of various media such as slide show to show the Graphic Organizers table so that the students could be more focus and did not easily get bored.

The researcher was also implemented Graphic Organizers in improving students' vocabulary mastery. The researcher implemented the Graphic Organizers in the form of guessing meaning from the context table and the students' creative dictionary. Based on the observation and interviews, it was found that the students could guess the meaning of the new words through the implementation of guessing meaning from the context technique. The students could also memorize the new words through the students' dictionary supported by the vocabulary quizzes conducted in the end of each meeting. This situation makes them more confident facing a new text since they could solve their lacked vocabulary problems.

Those qualitative data were supported by the quantitative data. The students scores indicates the improvement of their reading comprehension. The score were gained from the pre test, the first post test after the implementation of Cycle I, and the second post test after the implementation of Cycle II. The mean scores increased from 59.71 in the pre test to 67.29 in the first post test to 72.00 in the second post test.

Based on the qualitative and quantitative data above, the researcher concluded that the Graphics Organizers technique could improve the student's reading comprehension in SMP N 15 Yogyakarta. The implementation of Graphic Organizers technique could also improve the students' vocabulary.

## **B. Implications**

There were some implications due to the results of this research. The implications of the actions were described as follows.

1. The use of various media could make the students' focused and did not get bored easily. This implies that the English teachers need to use various media such as slide shows and pictures, instead of used only the black board.
2. The use of Graphic Organizers technique was effective to improve the student's reading comprehension skill. It helped the students to organize and visualize the text. This implies that the English teachers could use this technique as one of the techniques in teaching reading.
3. The use of Graphic Organizers technique was also effective to improve student's vocabulary. The implementation could be in the form of guessing meaning from the context table and their creation dictionary. Since the students could face their lacked of vocabulary problems, they became more confident and motivated in reading. This implies that the English teacher could use this technique continuously in order to familiarize them with it.

### **C. Suggestions**

With regards to this research, the researcher proposes some suggestions for the students, English teacher and other researcher as follows.

1. For the English teachers

In order to improve the students' reading comprehension skills, the teacher should be creative in implementing various techniques that appropriate with the students' needs. The Graphic Organizers technique can be a good choice in teaching reading.

2. For the other researchers

This research only focuses on improving reading comprehension with the use of Graphics Organizers. Therefore, other researchers may conduct research on the use of Graphic Organizers in improving the other skills, such as writing skills.

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## Interview 1

Hari, Tanggal : Jum'at, 19 April 2013

Tempat : Ruang Guru

Responden, P : Peneliti

G : Guru

P : Selamat siang bu,,,

G: Oh ya mbak, sudah dari tadi ya? Maaf ya jadi nunggu, masih masuk kelas soalnya tadi

P: Iya ga papa bu,,,

G: Sini-sini duduk sini mbak,

P: Iya bu,terimakasih

G: Jadi gimana? Agenda nya apa hari ini?

P: Ini mau sedikit nanya-nanya, wawancara soal kesulitan siswa bu, minta waktu sekitar 15 menit ga papa bu?

G: Oh ya gapapa mbak,gimana-gimana? Mau nanya apa?

P: Hhehe, menurut ibu skill apa ya bu yang paling bermasalah?

G: Wah apa ya, semuanya kayaknya mbak...hhaha

P: Hhaha, dari semua itu yang paling apa ya bu?

G: Ya karena ini kan siswa nya mau tidak mau disiapkan untuk ujian nasional nanti ya mbak, saya ini kesulitan mengajar reading ini loh mbak, ini saya cobakan buat yang kelas 3 ini juga susah banget buat mereka paham dengan bacaannya, tapi sekarang sudah mepet mau mengejanya, yang kelas 2 ini juga sama, kalau terus seperti ini nanti mereka keteteran kalau di kelas 3 nanti.

P: Oh gitu ya bu, jadi reading comprehensionnya ya bu?

G: Iya...

P: Kira-kira yang mereka tidak paham itu apanya ya bu?

G: Vocab nya sepertinya mbak, vocab mereka ini masih sangat minim, saya itu pingin nge-drill vocab gitu loh mbak, saya kasih catatan dalam

seminggu saya kasih 10 kata dengan artinya nanti mereka hafalkan gitu, masih boleh ga sih mbak cara seperti itu?

P: Wah kurang tau juga sih ya bu, ya setahu saya kan sekarang konsepnya genre based itu ya bu...

G: Iya...itu gimana mbak?

P: Nah itu sepertinya sudah tidak bisa bu kita mengajarkan kata-kata sendiri gitu bu, harus ada konteksnya, dalam satu cerita gitu bu...

G: Oh gitu ya mbak, ya kalau tiba-tiba ceritanya berbeda kan nanti kata-katanya juga berbeda itu mbak, terus gimana itu mbak? Aduh maaf ya malah saya yang jadi nanya-nanya, soalnya mbaknya kan yang masih ke kampus, mungkin ada metode baru atau apa itu...

P: iya bu, ndak apa- apa, ya setahu saya bahkan kita sudah tidak boleh memberi contoh kalimat berdiri sendiri tanpa ada ceritanya itu bu...

G: Jadi semua harus ada di satu functional teks gitu ya mbak?

P: Iya bu, ya mungkin kalau misal narrative gitu kan ada kata-kata yang unik bu, misal once upon a time, witch, atau princess, lion...ya mungkin dari seperti itu bisa menambah kosa kata siswa sedikit demi sedikit bu...Ya itu baru sepaham saya sih bu, besok coba saya tanyakan ke dosen di kampus bu,hhehe

Kalau ibu biasanya mengambil materi dari mana ya bu?

G: Kalau saya ya pakainya ambil dari buku BSE itu, tapi kadang saya kurang suka ya

P: Lha itu kenapa memangnya buku BSE-nya bu?

G: Ya gimana ya mbak, kadang teks-teksnya itu tidak sesuai kalau diterapkan di sini mbak, banyak yang teksnya panjang-panjang, task-nya jlimet...ya itu dia,disini ini jangan kan mau yang panjang, yang pendek aja belum tentu mereka paham..

P: Iya ya bu, kalau panjang terus susah mereka pasti sudah malas duluan ya bu?

G: Iya noh mbak.

- P: Kalau soal metode, metode yang bisa ibu pakai untuk mengajar reading apa ya bu?
- G: Ya kalau saya ya seperti kemarin pas mbak observasi itu, ya paling kita baca bareng-bareng, trus saya coba pahami artinya, terus menjawab comprehension questionnya.
- P: Kalau pakai graphics organizers gitu belum pernah ya bu?
- G: Belum, baru dengar saya malah, baru ya itu mbak?
- P: Oh ga sih bu, namanya saja mungkin yang asing, ya pakai bagan-bagan nanti bergambar orang atau gimana gitu ibu, sedikit seperti mind mapping itu bu.
- G: Belum itu mbak, belum pernah mencoba, nanti saya di kasih contohnya ya mbak, saya tertarik itu dengan metode itu, apalagi kalau bisa untuk teks-teks yang panjang
- P: Kalau saya coba terapkan di kelas 8D, itu cocok ga ya bu?
- G: Ya dicoba saja dulu mbak, sepertinya cocok, mereka pasti antusias kalau ada cara baru mbak.
- P: Iya bu, sudah bu mungkin segini saja dulu.

## Interview 2

Hari, Tanggal : Jum'at, 19 April 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Ernanda (Siswa)

- P : Okay dik, perkenalkan diri dulu donk
- S: Nama saya Ernanda dari kelas 8D
- P: Sorry ganggu maem siang bentar gpp ya?
- S: Iya gpp mbak
- P: Suka bahasa inggris ga dik?
- S: Suka, tapi ga...ga.. ga dong banget2, hhehe
- P: Trus kalo reading suka ga dik?

- S: Suka, soalnya buat belajar, walaupun ga lancar
- P: Kesulitan kalo membaca apa sih dik?
- S: Artinya kak
- P: Arti kata-kata baru gitu?
- S: He'em
- P: Kalau setelah baca kan biasanya ada soalnya itu kan dik, bisa ga dik ngerjainnya?
- S: Ya tergantung soalnya mbak, kalo bacaannya panjang tapi males bacanya mbak, apalagi kalau banyak kata yang ga tahu, jadinya ya ngarang aja.
- P: Kalo bu Daruning ngajar gimana?
- S: Ya biasa, seperti guru lain
- P: Maksudnya gimana tuh, kalau mau ngajar reading narrative gitu gimana?
- S: Yo diterangin di depan gitu kayak seperti guru lain, paling di bacain dulu terus nanti diartiin terus kasih soal-soal mbak.
- P: Seru ga tuh dik kayak gitu?
- S: Bosen mbak kalo kelamaan, apalagi kalau ga mudeng mbak, tambah ngantuk.
- P: Oa tadi pas bu Daruning nanya kok ga coba jawab dik?
- S: Takut salah mbak, lagian emang ga tahu juga artinya mbak.
- P: Pernah belajar pakai bagan-bagan gitu ga dik?
- S: Kalau bahasa inggris belum tuh mbak.
- P: Okay deh dik, segitu aja, makasih ya.

### Interview 3

Hari, Tanggal : Jum'at, 19 April 2013

Tempat : Ruang Kelas

Responden, P : Peneliti

S1: Milanti (Siswa)

S2: Afika (Siswa)

S3: Cikal (Siswa)

- P: Siang dik, mbak minta waktunya bentar boleh?
- S1: Iya mbak, boleh.
- P: Okay, perkenalkan diri dulu ya adek2
- S1: Namaku Milanti.
- S2: Aku Afika.
- S3: Namaku Cikal
- P: Sip deh, pada suka bahasa Inggris ga ni?
- S1,2,3 : Lumayan.
- P: Kalo reading gimana?
- S2 : Ya suka sih mbak, tapi kadang nemu kata-kata sulit itu mbak.
- S1: Milanti, iya mbak kita sering ga mudeng ma kata-katanya.
- P: Kalau disuruh jawab pertanyaan gitu, soal ide cerita atau detailnya itu bisa ga dik?
- S1: Lha kalau katanya ga ngerti yo ga mudeng mbak mau jawabnya.
- S3: Iya mbak, apalagi kalau teksnya panjang, ga tahu jawabannya di paragraph berapa mbak.
- P: Kalo biasanya bu Daruning ngajar reading biasanya gimana tho dik?
- S3: Biasanya gurunya yang baca duluan terus kita ngikutin mbak.
- P: Nah kalau reading kan sering ada pertanyaan pertanyaannya tuh, dikasih tau ga ma bu Daruning jawabnya gimana?
- S2: Belum sih mbak, baru baca, trus kita ngikutin, paling setelah itu terus ditranslate mbak.
- P: Pernah ga belajar bahasa Inggris pakai bagan-bagan gitu dik?
- S1: Belum sih mbak
- P: Okay deh dik, makasih ya waktunya, monggo di lanjut ngobrolnya.

## Interview 4

Hari, Tanggal : Selasa, 7 Mei 2013

Tempat : Lobi kelas

Responden, P : Peneliti

S : Anggit Sembada (Siswa)

P: Halo dik, mbak minta waktunya bentar gapapa dik?

S: Iya gapapa mbak, kenapa mbak?

P: Biasa, mbak mau nanya-nanya dikit.

S: Susah ga mbak pertanyaannya?

P: Kagak lah, orang cuma pendapat mbak ngajar doank kok.

S: Yo, nek susah2 aku ra ngerti loh mbak

P: Iyo nyantai

Mulai ya, dik dah semingguan lebih ni kan mbak ngajar adik reading ini, itu menurutmu gimana, ada yang beda ga?

S: Yo ada mbak, pakai gambar-gambar gitu jadi lebih mudah memahami teksnya mbak

P: Oh iya, yang pakai bagan ada character, setting, events, itu gimana ya dik, itu gimana?

S: Iya mbak, itu kreatif, jadi membantu aku ketika jawab soal, kan dengan metode seperti itu kita dapat lebih mengenal teks narrative. Jadi biarpun teksnya panjang kita bisa paham keseluruhan ceritanya mbak.

P: Susah ga dik ngisinya?

S: Masih agak bingung, tapi nanti lama-kelamaan bisa kok mbak.

P: Bingung di apanya emang?

S: Di nulisnya mbak, pakai kata-kata sendiri itu loh mbak, aku mudeng tapi bingung nulisnya dalam kalimat bahasa Inggris.

P: Oh gitu, kalau yang bagan tebak arti kata itu gimana dik?

S: Iya, seru itu mbak, jadi ga harus terus buka kamus bisa menebak artinya, walau kadang masih salah sih mbak, tapi jadi lebih pede mbak setelah tahu cara nebaknya.

- P: Yo gapapa salah-salah dulu, kan yang penting udah dicoba.
- S: Iya mbak
- P: Kamusnya diisi ga ni?
- S: Diisi yo mbak, apik punyaku mbak
- P: Gimana tuh pendapatnya pake kamusnya?
- S: Yo asyik mbak, gampang mengingatnya, kan kita yang buat sendiri
- P: Nah, sekarang berarti ga takut lagi ya baca teks narrative?
- S: Ga mbak, senang sekarang karena bisa berimajinasi sendiri, terus kalau ada kata yang ga tahu bisa ditebak mbak ga usah harus buka kamus.
- P: Berarti siap donk besok kita test?
- S: Weeee...test lagi tho mbak?
- P: Yo iyo, kan buat membuktikan yang kamu bilang tadi.
- S: Angel-angel ra mbak soale?
- P: Ora, gampang kok dik
- S: Tenan loh mbak
- P: Tenan yo, yo udah monggo terusin istirahatnya, makasih ya dik.

#### Interview 5

Hari, Tanggal : Selasa, 7 Mei 2013

Tempat : Lobi kelas

Responden, P : Peneliti

S : Rizma (Siswa)

- P: Makasih dik Rizma udah datang, mbak nanya2 dikit boleh ya?
- S: Iya mbak, boleh.
- P: Mbak mau nanya ni, kan mbak ngajar di kelas 8D reading ni, menurut dik Risma gimana mbaka ngajarnya?
- S: Asyik, menyenangkan, ga bosen mbak, cuma mbaknya sedikit kurang tegas mbak, jadi banyak yang masih ribut.
- P: Iya ya dik, ya aku pinginnnya kita santai aja sih dik?
- S: Marahi aja mbak kalau ada yang ribut.

- P: Okay lah dik, selain itu ada yang beda ga dari cara mbak ngajar?
- S: Ya beda banget mbak, dulu belum pernah aku belajar reading pakai bagan-bagan gitu mbak.
- P: Oh iya, lha itu gimana, bikin tambah mudeng po malah mubeng?hhaha
- S: Mudeng sih kalau aku mbak, jadi lebih memahami penggunaan bagan itu dan lebih mudah memahami ceritanya mba, karena dari bagan itu sudah kelihatan mana tokoh,setting, trus ceritanya gimana mbak.
- P: Susah ga dik ngisinya?
- S: Ga kok mbak, lumayan gampang, paling kalau yang event itu mbak susahnyanya, susah bikin kalimatnya.
- P: Sip deh, kalau yang bagan tebak arti kata itu gimana dik?
- S: Karena aku belum banyak tahu kata bahasa Inggris, bagan yang tebak arti kata itu menambah pengetahuan saya, jadi berani menebak arti kata mbak.
- P: Maksudnya, kalau ketemu teks yang ada kata baru, jadi bisa pakai bagan itu gitu dik?
- S: Iya mbak
- P: Sekarang kalau liat teks narrative gimana dik?masih malas ga?
- S: Ga sih mbak, soalnya biar pun panjang sudah bisa dibayangkan siapa tokohnya terus ngapain aja gitu mbak.
- P: Okay, cukup segitu aja, makasih banget ya dik waktunya.

#### Interview 6

Hari, Tanggal : Selasa, 7 Mei 2013

Tempat : Lobi kelas

Responden, P : Peneliti

S1: Affifah (Siswa)

S2: Meirna (Siswa)

P: Perkenalkan diri donk satu persatu

S1: Saya Affifah



- S2: Saya Meirna
- P: Mbak mau nanya-nanya ni, mbak ngajarnya gimana dik selama seminggu ini?
- S2: Wah asyik banget mbak, ga bosen, soalnya ada gambar-gambar, pake slide show juga terus pakai nebak-nebak juga mbak.
- P: Oh ya lha Mbak kan pakai gambar-gambar yang di slide itu, itu suka ga dik?
- S1: Iya suka mbak, soale ku juga suka cerita, kalo ditambah gambar jadi lebih gampang mudeng.
- P: Sekarang kalo ada kata yang susah gimana cara nyarinya?
- S1: Yo tanya mbaknya tho
- P: Lha kalo aku ga ada?
- S2: Yo di tebak mbak
- P: Nebaknya gimana?
- S2: Liat di ceritanya mbak, di gambarnya atau di kalimat-kalimat sebelumnya, njuk nebak sik kira-kira sesuai mbak.
- P: Kamusnya gimana, membantu ga buat kamu?
- S1: Yo lumayan membantu mbak
- P: Memang gimana membantunya?
- S1: Yo jadi inget mbak, kalo inget gambarnya, terus yo bisa kita buka kapan-kapan.
- P: Lha tapi kok dikit diisinya? Tadi pas mau dikumpulin pada protes.
- S2: Ya mbaknya ga pernah bilang mau dinilai sih, jadi ga kita isi
- S1: Lama mbak kalau ngisi tiap hari, mending sekali di akhir aja mbak sebelum dikumpulin.
- P: Nah setelah mbak ngajar ini, ada perbedaan ga kalo mau baca teks, terutama narrative?
- S1: Yo agak sedikit ga males mbak, apalagi kalo ada gambarnya mbak, hhahaha
- P: Okay, segitu aja thanks banget ya dik.

## Interview 7

Hari, Tanggal : Selasa, 21 Mei 2013

Tempat : Lobi kelas

Responden, P : Peneliti

S : Okta (Siswa)

P: Ayo perkenalkan diri dulu

S: Nama saya okta, dari kelas 8d

P: Minta waktunya bentar ya okta

S: Iya mbak

P: Menurutmu cara mbak ngajar gimana dik?

S: Bagus sangat bermanfaat, mudah diterima, menarik.

P: Kalo bagan2nya itu membantu ga tho dik?

S: Sangat membantu karena mudah dipahami sama ga mudah bikin bosan.

P: Gampang ga ngisinya bagan2 itu?

S: Gampang, lumayan gampang.

P: Kalo yang bagan tebak arti kata itu gimana?

S: Sangat membantu, itu kan bisa memberi gambaran tentang arti kata itu sebelum tahu artinya, ga harus buka kamus sudah tahu artinya

P: Kalo kamusnya gimana?

S: Ya lebih asyik karena bisa gambar sendiri mbak

P: Di isi ga?

S: Ya diisi lah mbak, kan wajib tiap hari, trus akhirnya ada quiznya, kalo ga ngisi ga bisa jawab.

P: Sekarang kalau baca teks narrative gimana?

S: Lebih menarik, karena lebih asyik dari pada yang dulu

P: Sekarang bererti kalau suruh baca teks yang panjang gapapa ya?

S: Ya santai mbak sekarang, bisa digambarkan isi ceritanya mbak.

P: Okay, ni kan terakhir mbak disini, ada yang mau disampaikan ga buat mbak?

S: Ga,saya malah yang mau minta maaf .

P: Hhaha, iya mbak juga minta maaf dik, gudlak lah buat kamu moga yang kamu cita-citakan tercapai.

#### Interview 8

Hari, Tanggal : Selasa, 21 Mei 2013

Tempat : Lobi kelas

Responden, P : Peneliti

S : Aisyah Natasya Putri (Siswa)

P: Boleh minta waktunya bentar ya.

S: Boleh, boleh mbak.

P: Perkenalkan diri dulu.

S: Aku Aisyah Natasya Putri, kelas 8D dari SMP N 15.

P: Sekarang kan mbak ngajar reading ni, menurut dik Aisyah gimana mbak ngajarnya?

S: Ehm...bagus kok, ditambah visual jadi bagus,kalo aku sih jadi lebih gampang ngedong

P: Berarti yang mbak pakai bagan-bagan itu membantu ya dik?

S: Ya membantu mbak,kan karena jadi diperinci gitu kan mbak. Jadi kalo ada pertanyaan bisa langsung di cari di bagan.

P: Kan mbak juga ngajarin bagan yang buat tebak kata itu, itu gimana dik?

S: Membantu kok mbak, jadi kalau ketemu kata baru bisa memperkirakan artinya.

P: Kamusnya gimana?

S: Kamusnya kalo aku sendiri jarang nulis disana, tapi saya sudah biasa nulis kata baru di belakang buku mbak, jadi tiap ada kata baru saya tulis disana

P: Berarti mang kalo ditulis lagi mang jadi gampang inget ya dik?

S: iya mbak

- P: Sekarang kalo lihat teks narasi gimana dik? Masih sama ga kayak dulu,kalo dulu kan sering “yah panjang banget teksnya gitu kan”?
- S: Iya...hhaha
- P: Kalo sekarang?
- S: Kalo sekarang aku sih enak-enak aja, jadi bisa ngebayangin, kalo ada cerita jadi bisa dibayangin sendiri.
- P: okay dik, makasih banyak ya.

#### Interview 9

Hari, Tanggal : Selasa, 21 Mei 2013

Tempat : Lobi kelas

Responden, P : Peneliti

S : Rizki (Siswa)

- P: Dik Rizki, terimakasih sudah bersedia di tanya-tanya, minta waktunya bentar gapapa ya?
- S: Iya mbak, ga papa.
- P: Mau nanya aja ni, menurut dik rizki,cara mengajar mbak gimana ya dik?
- S: Cara mengajarnya enak mbak, ga bosen, trus juga mudah diterima?
- P: Ih, yang bener, ga usah bohong loh mentang-mentang diwawancara
- S: Mbak’e ki piye e’, tenan yo
- P: Hhaha, aku tersipu we, terus lanjut, tentang bagan yang ada character, setting, itu gimana dik?
- S; Iya itu bagus, karena saya bisa membedakan bagian-bagian terpenting dari cerita narrative mbak.
- P: Jadi, paham ya dengan ceritanya kalau pakai bagan?
- S: Iya mbak,
- P: Susah ga dik ngisinya?
- S: Ga mbak, kan sekarang sudah boleh cuma nulis kata-katanya aja mbak ga harus kalimat.
- P: Okay-okay, terus yang bagan tebak gimana dik?

- S: Iya, itu juga bagus mbak, karena kita jadi tahu kata-kata kuncinya, tahu arti kalimatnya, walaupun tidak tahu pasti arti tiap katanya mbak
- P: Sip, kalau kamusnya gimana dik, dikerjakan ga?
- S: Iya mbak dikerjakan, kan tiap hari ada tes nya mbak.
- P: Seru ga dik?
- S: Ya seru, karena kita bisa menggambar di dictionary kita sendiri, trus kita mendesain covernya, jadi lebih menarik, beda dari yang lain mbak Terus di tes di akhirnya jadi terpaksa mengingat-ingat arti katanya.
- P: Nah kalau sekarang kalau ketemu teks narrative masih malas ga dik mau membacanya?
- S: Ya kan kalau ga ngerti bisa di tebak arti katanya, terus bisa dibuat bagan biar mudeng biarpun teksnya panjang, jadi ga malas lagi mbak.
- P: Okay deh dik, makasih ya.



No : FN.01  
 Hari,tanggal : Senin, 25 maret 2013  
 Jam : 10.00  
 Kegiatan : Meminta izin untuk penelitian  
 Tempat : TU  
 Responden, P : Peneliti  
 PH: Pak Heri

P tiba di sekolah pukul 10.00 WIB langsung menuju ruang TU untuk menanyakan prosedur perizinan penelitian di sekolah tersebut. Petugas TU menyarankan kami untuk langsung menemui PH. P diminta menunggu saat petugas mencarikan PH. Selanjutnya P di diminta langsung ke ruang kepala sekolah untuk menemui PH. PH menanyakan soal surat ijin dari gubernur, lalu P menerangkan bahwa baru akan meminta izin gubernur setelah memastikan sekolah bersedia. PH meminta P langsung menemui guru yang bersangkutan, Bu Daruning besok siang. PH menambahkan kalau gurunya bersedia sekolah mengizinkan. P pamit pulang pukul 11.00 WIB.

No : FN.02  
 Hari,tanggal : Selasa, 26 maret 2013  
 Jam : 10.00  
 Kegiatan : Meminta izin guru pembimbing  
 Tempat : Kantor Guru  
 Responden, P : Peneliti  
 BD: Bu Daruning (Guru)

P sampai di sekolah pukul 10.00 WIB langsung menuju kantor guru untuk menemui BD. P memperkenalkan diri dan maksud tujuan kedatangan. P juga menjelaskan bahwa kemarin sudah menemui Pak Heri. BD menanyakan lebih lanjut tentang penelitian yang akan di lakukan. Setelah mendengar penjelasan dari P, BD tertarik dan mengizinkan P melakukan penelitian di kelas beliau. Namun,

sehubungan dengan persiapan UAN untuk kelas 3, BD menerangkan bahwa pengajaran di kelas 8 belum efektif dan oleh karena itu BD meminta P untuk datang kembali setelah UAN, di awal bulan Mei. P setuju, berterimakasih atas izin beliau, lalu berpamitan. P pulang pukul 11.00 WIB.

No : FN.03  
 Hari,tanggal : Kamis, 11 April 2013  
 Jam : 09.00  
 Kegiatan : Menemui guru pembimbing  
 Tempat : Kantor Guru  
 Responden, P : Peneliti  
 BD: Bu Daruning (Guru)

P tiba di sekolah pukul 09.00 dan langsung menemui BD di ruang guru. P menanyakan kelanjutan dari pertemuan pertama kami. BD meminta P duduk di ruang tamu. Setelah P duduk, BD menerangkan bahwa sehubungan banyak kelas 8 yang kosong jadi banyak materi yang belum tersampaikan, apalagi waktu ujian kenaikan kelas yang tinggal sebentar lagi, sekitar 1 bulan setelah UAN, BD meminta P untuk menunda penelitiannya di tahun ajaran mendatang. P memohon untuk tetap bisa meneruskan di bulan ini seperti yang BD janjikan di pertemuan selanjutnya. P menyarankan solusi untuk sementara sebelum UAN, P yang membantu mengisi materi yang belum disampaikan dikarenakan BD fokus mengajar kelas 3, lalu P meminta waktu 3 minggu setelah UAN untuk penelitian. Jika materi yang harus disampaikan sudah diberikan, nanti sisa waktu yang ada, sekitar 2 minggu, BD bisa menambah materi. Setelah perbincangan panjang, mengingat BD juga sangat tertarik dengan penelitian ini, BD menyetujui usulan P. Mengenai izin resmi dari Gubernur, BD menyarankan untuk tidak mempermasalahakan terlebih dahulu, bisa menyusul.

Setelah mencapai kesepakatan dengan BD, P menemui PY selaku pegawai TU yang menangani surat-surat perizinan. P menerangkan hasil kesepakatan dengan BD. PY memahami situasinya lalu mengizinkan P melakukan penelitian dengan



syarat menyerahkan surat izin resmi sebelum penelitian berakhir. Setelah selesai semuanya, P pamit pulang pukul 11.30 WIB.

No : FN.04  
 Hari,tanggal : Jum'at, 19 April 2013  
 Jam : 09.00  
 Kegiatan : Observasi kelas  
 Tempat : AVA Room  
 Responden : Peneliti  
                   Guru  
                   Siswa

Seperti yang dijanjikan via SMS, P datang untuk melakukan observasi di kelas 8D. Kelas hari ini dilaksanakan di ruang AVA yang ada fasilitas LCD. Kelas dibuka dengan salam dan presensi kelas. Setelah itu guru memperkenalkan P dan menjelaskan tentang penelitian P. Selanjutnya guru memberitahukan bahwa yang akan mereka pelajari hari ini adalah “Pengumuman”. Guru melanjutkan dengan membacakan slide standart kompetensi dan kompetensi dasar yang harus dicapai. Saat guru membacakan, siswa mulai tidak fokus, ada yg mengobrol sendiri, tidur-tiduran bahkan ada memainkan korden jendela dekat mereka. Selanjutnya guru memberikan contoh pengumuman dan membacakannya. Sambil membacakannya sesekali guru menanyakan arti kata baru, namun jarang mendapat tanggapan siswa. Sebagai contoh guru menanyakan arti kata “equipment” namun tidak ada yang menjawab. Setelah ditunggu beberapa lama siswa bernama Azizah mengangkat tangan dan menjawab. Selanjutnya guru menanyakan arti kata lain, namun tidak ada tanggapan dari siswa, akhirnya guru langsung menunjuk Azizah untuk menjawab. Guru kembali memberikan contoh yang lain, saat membacakannya bel berbunyi karena memang jadwal hari itu hanya satu jam pelajaran. Siswa bersiap-siap meninggalkan ruangan. Guru mengakhiri pelajaran hari itu dengan salam.

No : FN.05  
 Hari,tanggal : Selasa, 30 April 2013  
 Jam : 10.00  
 Kegiatan : Pre test  
 Tempat : Ruang Kelas  
 Responden, G : Guru  
 P : Peneliti

G memulai kelas hari itu dengan salam. Selanjutnya G memperkenalkan P kembali dan menjelaskan bahwa selanjutnya kelas akan diampu P. P mengambil alih kelas. P memulai dengan memperkenalkan diri dan maksud kedatangan P. Selanjutnya P menceritakan gambaran ringkas tentang penelitian P serta menerangkan pentingnya dilakukan pre test. P membagikan soal dan siswa mulai mengerjakan pre test. Setengah jam berlalu banyak siswa yang masih belum selesai mengerjakan teks 1, mereka mengeluh soalnya susah dan teksnya panjang. Bel tanda akhir pelajaran berbunyi, P meminta siswa mengumpulkan hasil pekerjaan siswa dan mengakhiri dengan salam serta gambaran pelajaran selanjutnya.

No : FN.06  
 Hari,tanggal : Kamis, 2 Mei 2013  
 Jam : 09.00  
 Kegiatan : Teacher Modeling (*Cycle 1*)  
 Tempat : Ruang Kelas  
 Responden, P : Peneliti  
 S : Siswa

P memulai pelajaran hari itu dengan salam dan mengecek kehadiran siswa. Selanjutnya P building the field dengan menanyakan tentang cerita-cerita yang menjadi favorit mereka. Mereka mulai menyebutkan beberapa cerita seperti

cinderella, malin kundang, bawang merah bawang putih. Lalu P meminta mereka menceritakannya secara lisan. Namun mereka cuma saling berbisik saat P bilang coba ceritakan pakai campuran bahasa Indonesia, kelas bergemuruh. P menunjuk salah seorang murid, S1 menceritakan tentang Malin Kundang dengan 85% berbahasa Indonesia. Setelah itu P mulai memperkenalkan cerita “Ugly Duckling”. P membagikan worksheets lalu membacakan ceritanya sekali tanpa menerjemahkan kata-kata sulit namun disertai gambar. P menanyakan tentang pemahaman mereka. Banyak dari mereka yang tidak paham karena kesulitan mengartikan beberapa kosakata baru. P lalu mengeluarkan buku biru lalu menjelaskan bahwa buku ini akan jadi “their own dictionary”. P menjelaskan hari ini mereka akan menghias buku itu dan mengisinya dengan kata-kata baru yang mereka dapat dari cerita “Ugly Duckling”. P memberikan waktu 30 menit. Siswa terlihat antusias menghias buku itu dengan pensil warna yang disediakan. P menjelaskan bahwa akan ada penilaian dalam kreatifitas mereka menghias juga. Setelah  $\pm 15$  menit P menjelaskan bahwa mereka bisa melanjutkan menghias di rumah dan sekarang fokus dengan mengisi kamus dengan kata yang mereka tidak paham. Beberapa siswa masih asyik menghias. P harus berkeliling kelas untuk mengingatkan mereka satu-satu.  $\pm 15$  menit kemudian P meminta mereka berhenti dan memperhatikan slide di depan. Slide yang ditunjukkan adalah sebuah graphics organizers. Satu persatu P menanyakan point penting cerita dan menunjukan letaknya pada graphics organizers yang disediakan. Sekali lagi P menanyakan pemahaman siswa dengan meminta mereka menceritakan kembali cerita tersebut dengan bahasa mereka, sekali lagi masih dicampur bahasa Indonesia. Mereka bisa menceritakannya point-pointnya dengan benar. Bel tanda akhir pelajaran pun berbunyi. P mengakhiri pelajaran hari itu dengan memberi tugas mereka harus menyelesaikan menghias buku biru tersebut dan besok akan mempelajari cerita yang berbeda.

No : FN.07  
 Hari,tanggal : Jum'at, 3 Mei 2013  
 Jam : 10.00  
 Kegiatan : Guided Practices (*Cycle 1*)  
 Tempat : Ruang Kelas  
 Responden, P : Peneliti  
 S : Siswa

P memulai kelas dengan salam dan mengecek absensi siswa. P menanyakan tugas mereka dan meminta mereka mengangkat tinggi-tinggi hasil karya mereka, dengan semangat mereka melaksanakannya. P menanyakan cerita "Ugly Duckling" materi sebelumnya. Selanjutnya P membagikan worksheets dan mulai menceritakan cerita lain berjudul "Lion and the Mouse". Setelah membacakannya sekali dengan slide bergambar. P mengecek pemahaman siswa. Beberapa siswa bisa menebak gambaran besar cerita, namun beberapa tebakan mereka tidak sesuai. Salah satu siswa berkata "susah miss, banyak kata-kata yang ga tahu artinya". Lalu P meminta mereka mengerjakan task 2 untuk menebak beberapa arti kata tanpa membuka kamus. Bersama siswa, P mengerjakan soal no 1 dan menjelaskan cara menebaknya dari gambar yang disediakan dan kata-kata yang mereka pahami di sekitar kata yang ditanyakan. Cukup sulit bagi siswa memahaminya, P berkeliling satu persatu ke berbagai kelompok untuk menjelaskan ke tiap kelompok. 20 menit berlalu, P dan siswa mengecek hasilnya. P meminta jawaban tebakan dari perwakilan kelompok lalu memperlihatkan arti sebenarnya di kamus dengan kamus digital di slide. Siswa terkejut melihat mereka hampir bisa menebak setiap artinya tanpa membuka kamus. P memotivasi siswa bahwa mereka bisa melakukan hal yang sama pada setiap bacaan. Selanjutnya P membagikan kertas graphics organizer. P meminta siswa mengisi kolom-kolom yang disediakan dengan pemahaman mereka terhadap cerita. Setelah 10 menit belum banyak yang mereka selesaikan. Siswa dengan mudah mengisi kolom character dan setting namun mengalami kesulitan pada kolom-kolom setelahnya. Salah satu siswa bertanya, "miss, kalau 'si tikus ngerjain singanya",

itu bahasa inggrisnya gimana?”. Beberapa siswa yang lain menanyakan hal yang hampir sama, mereka menanyakan bagaimana mengungkapkannya dalam bahasa Inggris. 5 menit setelahnya bel tanda akhir pelajaran selesai. P meminta siswa melanjutkannya di rumah. Pelajaran hari itu berakhir.

No : FN.08  
 Hari,tanggal : Selasa, 7 Mei 2013  
 Jam : 10.00  
 Kegiatan : Independent Practices (*Cycle 1*)  
 Tempat : Ruang Kelas  
 Responden, P : Peneliti  
 S : Siswa

P memulai pelajaran dengan salam dan mengecek kehadiran siswa. Selanjutnya P menanyakan soal tugas yang diberikan hari sebelumnya. P memeriksanya dan mengeceknya dengan memperlihatkan hasil yang benar pada slide. P lalu meminta siswa mengerjakan task 3 pada worksheet. Setelah 10 menit berlalu, P bersama siswa memeriksa jawaban yang benar. P menanyakan tingkat kesulitan soalnya, salah satu siswa menjawab “ gampang miss, jawabnya udah ada ada di tabelnya,tinggal nulis lagi”. P lalu memotivasi siswa bahwa semua bacaan juga bisa jadi mudah jika kita menuliskannya dalam tabel. Selanjutnya berlanjut ke task selanjutnya. Diawali dengan P menanyakan tentang macam-macam pertanyaan berkaitan dengan cerita narasi. Beberapa siswa menjawab “ide cerita, tokoh,tempat,alur”. Selanjutnya P menanyakan, “related to that, pernah lihat soal yang “refer to” gitu ga?” siswa menjawab “oh iya miss,sering banget miss”. P lalu menjelaskan tentang contoh pertanyaan semacam itu. “Okay selanjutnya coba kerjakan task 3 dalam 10 menit” lanjut P. 10 menit berlalu, para siswa bisa menjawabnya tanpa kesulitan berarti. Setelah itu, P menyimpulkan apa saja yang telah di pelajari dari minggu kemarin. Selanjutnya P meminta siswa mengerjakan assesment dengan menerapkan cara-cara yang telah di pelajari. Setelah 15 menit, bersama siswa, P memeriksa jawaban satu persatu. Sebelum kelas berakhir, P

meminta siswa untuk mengumpul kamus yang telah mereka buat untuk dinilai, namun banyak dari mereka yang tidak setuju. Salah satu dari mereka berkata “besok aja Miss, kita isi dulu, masih dikit isinya” .P menanyakan alasannya, dan mereka menjawab “ lama kalau mau ngisi tiap hari Miss. Siswa yang lain menjawab “rencananya mau ditulis sekalian nanti kalau mau dikumpulkan”. P tetap meminta siswa untuk mengumpulkannya sejadinya. Selanjutnya, P menjelaskan bahwa akan diadakan tes berkaitan dengan narasi minggu depan. Kelas hari itu berakhir.

No : FN.09  
 Hari,tanggal : Selasa , 14 Mei 2013  
 Jam : 09.00  
 Kegiatan : Post test1  
 Tempat : Ruang Kelas  
 Responden : Peneliti  
 Siswa

Kelas dimulai dengan salam dan cek kehadiran. Hari itu siswa telah menyiapkan diri untuk post test. P membagikan soal test yang terdiri dari 25 soal multiple choices terdiri dari 4 cerita narasi. Selain pensil, P meminta siswa menyiapkan selembar kertas untuk mereka mencoret-coret untuk tabel graphics organizers. 40 menit berlalu, tes itu berakhir. P meminta siswa mengumpulkan hasilnya. Sisa 10 menit sebelum akhir pelajaran, P memanfaatkan untuk menanyakan kesulitan mereka dalam mengerjakan tes tersebut. Beberapa siswa mengeluhkan teks no 2 karena mereka tidak paham ceritanya. “banyak kata-kata sulitnya miss”.,lontar salah satu siswa. Kelas hari itu berakhir setelah bunyi bell.

No : FN.10  
 Hari,tanggal : Kamis , 16 Mei 2013  
 Jam : 10.00  
 Kegiatan : Teacher Modelling (*Cycle 2*)

Tempat : Ruang Kelas  
 Responden : Peneliti  
 Siswa

Setelah memeriksa daftar hadir siswa, P memulai kelas dengan mengumumkan hasil post test hari sebelumnya. P pun menanyakan kesulitan yang dihadapi siswa dan mereview soal yang banyak salah. Selanjutnya P menanyakan tentang cerita-cerita narasi yang telah di pelajari lalu memulai membagikan worksheet. Selanjutnya dengan bantuan slide show, P membacakan cerita baru berjudul “ four friends”. P meminta siswa mulai mengerjakan task 2. Sambil berkeliling P menanyakan satu persatu tentang alasan jawaban siswa sambil memeriksa kelanjutan dictionary karya mereka. Dengan diskusi informal yang dilakukan siswa, setiap siswa berhasil menyelesaikan task 2 dalam 10 menit. Selanjutnya P menunjukkan arti dalam kamus, reaksi siswa tidak seterkejut saat pertama, sepertinya mereka sudah menduga jawaban mereka benar. Kepercayaan diri mereka dalam menjawab meningkat ditunjukkan dengan beberapa siswa berebutan angkat tangan ingin menjawab. Setelah itu P membagikan GO's dan meminta siswa mendiskusikan dengan teman sebangku untuk mengisi kolom-kolom dalam GO's tersebut. 5 menit awal mereka masih bingung, beberapa menuliskan sketsa dalam bahasa Indonesia terlebih dahulu. 10 menit kemudian P meminta mereka untuk mengerjakan task 4 berdasarkan GO's yang telah mereka kerjakan. Tidak lama berselang, bel tanda akhir pelajaran berbunyi. P meminta siswa melanjutkannya di rumah. Kelas hari itu berakhir.

No : FN.11  
 Hari,tanggal : Jum'at , 17 Mei 2013  
 Jam : 09.00  
 Kegiatan : Guided Practices (*Cycle 2*)  
 Tempat : Ruang Kelas  
 Responden : Peneliti, Siswa

P memulai kelas dengan menyakan tugas yang diberikan di pertemuan sebelumnya. P meminta siswa menjawab pertanyaan dengan mengangkat tangan. Pertanyaan 1 sampai 3 beberapa siswa berebutan menjawab. Pertanyaan selanjutnya hanya 2 atau 3 siswa yang mengangkat tangan untuk menjawab, meski beberapa tidak terlalu tepat mengungkapkannya dalam bahasa Inggris namun mereka mau mencoba. Setelah selesai memeriksa tugas sebelumnya. P meminta siswa mengerjakan task 5 dalam waktu 15 menit. 10 menit berlalu namun siswa sudah mulai ribut, ternyata mereka sudah selesai mengerjakannya. Bersama siswa P memeriksa hasil dari task 5. Bel tanda akhir pelajaran berbunyi dan kelas berakhir.

No : FN.12  
 Hari,tanggal : Selasa , 21 Mei 2013  
 Jam : 10.00  
 Kegiatan : Independent Practices (*Cycle 2*)  
 Tempat : Ruang Kelas  
 Responden : Peneliti, Siswa

P memulai kelas dengan mereview apa yang telah dipelajari di minggu sebelumnya. Setelah menyiapkan slide dan membagikan worksheet, P membacakan cerita berjudul “The Lion and the Mosquito”. Selanjutnya P menunjuk siswa untuk membacakannya. P meminta siswa membacakan satu kalimat lalu dia menunjuk siswa lain untuk melanjutkannya. Siswa cukup tertarik dengan cara baru ini dan mendengarkan dengan sungguh-sungguh agar mereka bisa saat ditunjuk oleh temannya. Setelah selesai membacanya. P meminta siswa mengerjakan task 2. Setelah mereka selesai mengerjakannya dalam 10 menit, P memeriksa hasilnya. Selanjutnya P meminta siswa untuk menggambar sendiri GO’s seperti yang dicontohkan di cerita-cerita selanjutnya. Setelah mereka menggambar sketsa GO’s yang kebanyakan diisi dengan bahasa Indonesia, P meminta siswa mengerjakan soal pilihan ganda yang diberikan. Tidak sampai 10 menit berlalu, siswa sudah meminta untuk diperiksa. Mereka berebutan ingin



menjawab karena mereka merasa yakin dengan jawaban mereka. Setelah selesai didiskusikan bersama dan sedikit sharing, kelas berakhir.

No : FN.13  
 Hari,tanggal : Jum'at , 24 Mei 2013  
 Jam : 09.00  
 Kegiatan : Diskusi  
 Tempat : Ruang Kelas  
 Responden : Peneliti, Siswa

Kelas hari itu diisi dengan review, tanya jawab dan sharing. P mereview dengan menunjukan slide-slide pelajaran-pelajaran sebelumnya. P menekankan penjelasan tentang penggunaan GO's dalam membantu mereka menemukan jawaban. P juga menunjukan macam-macam sketsa GO's yang bisa mereka pakai tidak hanya dalam teks narasi. P juga meminta mereka menanyakan pendapat mereka tentang materi dan cara mengajar selama 3 minggu terakhir. Dikarenakan hari itu hanya ada 1 jam pelajaran, dan dikurangi waktu untuk acara sekolah, kelas berlalu dengan cepat. P mengakhiri kelas hari itu dengan mengingatkan akan adanya post test hari selasa mendatang dan meminta siswa untuk mengumpulkan dictionary karya mereka di minggu depan.

No : FN.14  
 Hari,tanggal : Selasa , 28 Mei 2013  
 Jam : 10.00  
 Kegiatan : Post test 2  
 Tempat : Ruang Kelas  
 Responden : Peneliti, Siswa

P memulai kelas dengan memeriksa kehadiran siswa. Selanjutnya P membagikan soal test dan meminta siswa mengumpulkan dictionary karya mereka. Siswa mengerjakan soal selama  $\pm$  45 menit. Setelah mereka menyelesaikanya, P

mendiskusikan tentang pendapat mereka dengan soal hari ini. Salah satu siswa menjawab “tidak terlalu susah sih miss, tapi ga gitu yakin ma jawabannya”. 10 menit terakhir diisi dengan kesan pesan, saran dan berpamitan dengan siswa-siswa kelas 8D. Kelas berakhir dengan foto bersama.

## Rencana Pelaksanaan Pembelajaran

1. SMP : SMP N 15 Yogyakarta
2. Mata Pelajaran : Bahasa Inggris
3. Kelas/ Semester : VIII/ 2
4. Pertemuan ke : 1, 2 dan 3
5. Alokasi Waktu : 5 x 40 menit
6. Aspek/ skill : Reading
7. Standar Kompetensi :  
Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.
8. Kompetensi Dasar :  
Merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *narrative*.
9. Tujuan Pembelajaran :  
Siswa dapat memahami teks *narrative* pendek.
10. Indikator :
  - a. Siswa memahami pikiran pokok cerita *narrative*.
  - b. Siswa memahami detail dalam cerita *narrative*.
  - c. Siswa memahami penggunaan GOs dalam mencari detail dalam cerita *narrative*.
  - d. Kosa kata siswa bertambah.
  - e. Siswa memahami cara mencari reference.

11. Materi Pembelajaran :

### Let's Build the Field.

Answer the following question orally.

1. What is your favorite story?
2. Who is your favorite character in the story? Why?
3. Have you ever heard a story of "the ugly duckling"?

### Let's Read It.

Task 1. Read this following story and learn the followed graphic organizers.

#### *The Ugly Duckling*

Once upon a time, nine ducklings hatched. Eight were pretty and fluffy and yellow. But the ninth duckling did not look like the others. "You are not like the rest," said her mother. "Ugly duckling! Ugly duckling!" said the eight other ducklings. The ugly duckling stayed away from her eight brothers and sisters. "You can't be a duck! You can't be a duck!," they teased the ugly duckling. "I am a duck! I am a duck! I am!" cried the ugly duckling.

Then, the ugly duckling hid in some grass. She was scared and lonely. She stayed by the lake. By the time, she grew and grew. In the spring, the ugly duckling flapped her wings. They were big and strong. She flew to a riverbank. "I can fly," she said. "Come and stay with us," said the swans. "Who, me?," asked the ugly duckling. "You do not want me. I am just an ugly duckling," she continued. "A duckling? No, you are a swan," they said. "A beautiful swan, just like us!", they explained.

Main  
Character :

The Ugly Duckling

Problem:

The Ugly duckling was not like the others so that her brothers and sister teased her.

Events:

1. Nine duckling hatched, one of them was different.
2. The brothers and sisters teased her.
3. She stayed away from the others.
4. She grew.

Setting :

In the Lake

Resolution:

She flew and met swan. She realized that she's a beautiful swan.

### Let's Practice.

*Read this following story carefully.*

#### Lion and the Mouse

Once in a Jungle there lived a Lion Majesty who ruled the jungle. One day as usual the Majesty was taking a nap. A tiny Mouse happened to cross that area. "Ohh.. hoo... what a lovely hair. I can feel the softness. I wish to play for sometime on him." Tiny said.

Tiny tiptoed near to the lion. Tiny slowly climbed up on the Majesty and started to play happily. He was playing continuously. At one point of time the Majesty woke up. He was furious. "Who is that? How dare you disturbed my sleep?" he said. Tiny who heard the voice of the lion was frightened. He felt dizzy. He trembled in fear. "Hey you little one... how dare you? Playing on me. You should be punished for this. I am going to eat you are. Hmmm... ," the Majesty said. "Ohhhh.. forgive me my lord! On seeing your beautiful hair I could not control myself," Tiny defended. "Please... Please allow me to go. I will help you some day. Moreover I am very small to fill your stomach," he continued. "Ha..ha..ha... You ?... you will help me... Oh! that's a good joke. Anyway run away from here," the Majesty said.

Days passed. One afternoon when Tiny was munching a guava he heard the roar of a Lion. "Oh!...what is happening? Let me go and check," Tiny said. He went near the lion. The lion was caught in a net. "Come on relieve me fast before the hunter comes," ask the Majesty. Tiny quickly gnawed the net and released the Lion. After that, they became friends.

### Building your Vocabulary.

Task 2. Guess the meaning of the following word/phrases based on the story.

<i>Word</i>	<i>Use in Sentence</i>	<i>Guessing Meaning</i>	<i>Dict. Meaning</i>
Majesty (Noun)			
Taking a nap (Verb)			
Tiny (Adjective)			
Furious (Adjective)			
Tiptoed (Verb)			
Roar (Noun)			
Gnawed (Verb)			

Task 3. In pairs, complete the graphic organizers and answer the following questions based on the GOs.

- What is the text about?  
\_\_\_\_\_
- Who is the main character of the story?  
\_\_\_\_\_
- Where did the story happen?  
\_\_\_\_\_
- What was the problem in this story?  
\_\_\_\_\_
- Was the problem resolved?  
\_\_\_\_\_
- How was the problem resolved?  
\_\_\_\_\_
- What can we learn from the story?  
\_\_\_\_\_

### Learn It Together!

Task 4. Here is another story for you to read. Read the story carefully and find out the underline words references!

Once upon a time there was a beautiful girl called Sarah, who lived with her<sup>1</sup> step mother. Her<sup>2</sup> step mother was very bossy, greedy and arrogant. She<sup>3</sup> hated Sarah a lot.



One day when her<sup>4</sup> father was working outside, the step mother hit Sarah and expelled her<sup>5</sup> from the house. She<sup>6</sup> went outside and walked far away from the house. Suddenly she<sup>7</sup> saw a big melon farm and went in it<sup>8</sup>. After that, she<sup>9</sup> hid in a big melon. She<sup>10</sup> used to go out of the melon and get her<sup>11</sup> food.

One day a prince visited the farm and saw the big melon. “Cut this melon I<sup>12</sup> want to eat it<sup>13</sup>,” the prince said. The prince’s guards started to cut the melon but they<sup>14</sup> heard a voice from it<sup>15</sup>. Sarah said “Don’t cut me please!” They<sup>16</sup> were all surprised at this situation. The prince said “Who are you<sup>17</sup>? Calm down, please come out.” After that, she<sup>18</sup> came out. He<sup>19</sup> fell in love with her<sup>20</sup>. She<sup>21</sup> told him<sup>22</sup> her<sup>23</sup> story so the prince decided to marry her<sup>24</sup> and they<sup>25</sup> lived happily ever after.

1.		10.		19.	
2.		11.		20.	
3.		12.		21.	
4.		13.		22.	
5.		14.		23.	
6.		15.		24.	
7.		16.		25.	
8.		17.			
9.		18.			

In that story, we can conclude that:

1. She can refers to....
2. He can refers to....
3. Her can refers to....
4. Him can refers to....

5. It can refers to....
6. They can refers to....

### Assesment!

Choose the correct answer from a, b, c, or d

Read the following text to answer the questions number 1 – 7



### The Wind and the Sun

The wind and the sun argued about which of them was the strongest. The wind said, “I am so powerful that I can blow all the clouds out of the sky.” The sun said, “I am more powerful because I can heat up the sea below and this will

produce many more clouds.”

For a long time, the sun and the wind went on arguing. Just then, they saw a boy walking along the road below. He was wearing a coat. The wind suddenly had an idea. He said, “Let’s see who can get the coat off that boy’s back.” The sun agreed.

The wind started first. He blew as hard as he could. He blew from behind and also from in front of the boy. The harder he blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while, the wind gave up.

Then, it was the sun’s turn. He came out from behind the clouds and shone on the boy. The boy felt warm. After that, it began to get hotter and hotter. Soon, the boy could not stand the heat any longer. He took his coat off. The sun won.

1. What is the purpose of the text?
  - a. To describe wind and sun experiences
  - c. To retell



- b. To entertain the reader  
knowledge
- d. To share
2. How many characters are there in the story?
- a. 4
- b. 3
- c. 2
- d. 1
3. What is the text about?
- a. The description of wind and sun
- b. The strong boy
- c. Argument about who's stronger between the wind and the sun
- d. Procedure to get the coat off from a boy
4. Who had the idea of getting the coat off the boy's back?
- a. The sun.
- b. The boy.
- c. The wind.
- d. The writer.
5. What did the boy do to keep the coat off the boy's back?
- a. He tied it with a rope.
- b. He did not do anything.
- c. He buttoned it.
- d. He held it tightly.
6. What did the sun do to take the boy's coat off his body?
- a. He made the boy scared.
- b. He shone brightly.
- c. He blew as hard as he could.
- d. He came out from behind the clouds.
7. "He was wearing a coat." (paragraph 2)  
The underlined word refers to....
- a. the sun
- b. the wind
- c. the boy
- d. the cloud
8. "He came out from . . . ." (paragraph 4)  
The underlined word refers to....
- a. the sun
- b. the wind
- c. the boy
- d. the cloud

9. "... the sun argued about which ..." (paragraph 1)

The underlined word means....

- a. to make somebody understand      c. to express agreement
- b. to make somebody angry              d. to express disagreement

10. What can we learn from the story?

- a. We may be more successful by being gentle than using force.
- b. We must try hard to cheat others when we want to be successful.
- c. We should be strict to people around us.
- d. We have to win the game whatever the way we use to get it.

10. Media :

- a. Examples of *narrative* text
- b. Printables Graphics Organizers
- c. Slide show and video

11. Sumber belajar :

Work Sheet

12. Strategi Pembelajaran

Metode : Genre Based Approach

Teknik : Diskusi bersama dan tugas individu

13. Langkah pembelajaran (*Pertemuan 1*)

1. Opening

- Salam pembuka dan doa bersama.
- Cek kehadiran siswa
- Cek kesiapan siswa

2. Building the Context or Knowledge of the Field

- Guru menanyakan beberapa hal, seperti :
  - ✓ Have you ever read fairytale?
  - ✓ Can you tell me what fairytales have you read?

- ✓ What is your favorite story?
- ✓ Who is your favorite character in the story? Why?
- ✓ Have you ever heard a story of “the ugly duckling”?
- Guru memberikan contoh teks narrative.

### 3. Modeling and Decontruction of the Text

- Guru meminta siswa untuk membaca teks tersebut
- Guru mendiskusikan informasi yang terdapat dalam teks tersebut dengan meminta siswa mengerjakan Task 1 lalu mendiskusikannya
- Guru mendiskusikan contoh pengisian bagan GOs narrative.
- Guru meminta siswa mengerjakan Task 2 untuk melatih penggunaan GOs.
- Untuk menambah kosakata siswa, guru memperkenalkan kamus pribadi dan bagaimana mengisinya.
- Guru membagikan kamus pribadi dan meminta siswa menghiasnya di rumah.

#### ( Pertemuan 2 )

- Guru menanyakan tugas kamus yang diberikan sebelumnya.
- Guru meminta siswa mengerjakan task 3 sebagai alternatif menambah kosakata.
- Guru menerangkan tentang “reference” dan meminta siswa mengerjakn task 4 sebagai latihan.

### 4. Independent Construction of the Text ( Pertemuan 3 )

- Guru meminta siswa mengerjakan task 5 sebagai assesment dengan menggunakan metode yang telah diajarkan.

- Guru dan siswa membahas hasil dari task 5.
5. Wrap up
    - Bersama siswa, guru memberikan pengulangan pada bagian yang penting dan membuat kesimpulan.
  6. Evaluation
    - Guru meminta siswa mengumpulkan tugasnya.
  7. Closing
    - Guru memberitahukan pertemuan selanjutnya akan diadakan test untuk menguji pemahaman siswa.
    - Doa penutup dan salam.

15. Assesment :

- 1) Partisipasi dalam mengerjakan setiap task.
- 2) Worksheet dikumpulkan.
- 3) Assesment

## Rencana Pelaksanaan Pembelajaran

1. SMP : SMP N 15 Yogyakarta
2. Mata Pelajaran : Bahasa Inggris
3. Kelas/ Semester : VIII/ 2
4. Pertemuan ke : 6 dan 8
5. Alokasi Waktu : 3 x 40 menit
6. Aspek/ skill : Reading
7. Standar Kompetensi :  
Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.
8. Kompetensi Dasar :  
Merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *narrative*.
9. Tujuan Pembelajaran :  
Siswa dapat memahami teks *narrative* pendek.
10. Indikator :
  - f. Siswa memahami pikiran pokok teks *narrative*.
  - g. Siswa memahami tujuan penulisan teks *narrative*
  - h. Siswa memahami detail dalam teks *narrative*.
  - i. Siswa memahami penggunaan GOs dalam mencari detail dalam cerita *narrative*.
  - j. Siswa memahami *moral value* yang terkandung dalam teks *narrative*.
  - k. Kosa kata siswa bertambah.

11. Materi Pembelajaran :

### Let's Read It!

*Task 1. Read the following passage carefully.*

#### ***Four Friends***



Once upon a time, there were four friends – the deer, the crow, the rat and the tortoise. They met every day in the forest to play. One day, the rat, the crow and the tortoise came to play, but the deer did not come. They waited for some time. Then, the crow went to look for the deer. He found the deer caught in a hunter's net. The deer cried for help.

The crow flew back to his friends.

He told them that they must help the deer. The rat said that he could help the deer. The crow took the rat on his back and flew to the deer. The rat cut the net with his sharp teeth. The deer was free. At that time, the tortoise also came there. Just then, the hunter came there. The deer and the rat ran away. The crow flew away. The hunter caught the tortoise and put it in a bag.

This time, the deer had an idea. He ran slowly in front of the hunter. The hunter saw the deer and ran after him. Once again, the rat cut the bag and the tortoise was free. The four friends ran away into the forest. The hunter came back and found the bag cut open. The hunter lost the deer and the tortoise because he was greedy. He went home feeling sad. The four friends played in the forest happily again.

### **Building your Vocabulary!**

*Task 2. Guess the meaning of the following word/phrases based on the story!*

<i>Word</i>	<i>Use in Sentences</i>	<i>Guessing Meaning</i>	<i>Dictionary Meaning</i>
Crow (Noun)			

Tortoise (Noun)			
Hunter (Noun)			
Ran away (Verb)			
Ran After (Verb)			
Greedy (Adjective)			

*Task 3. Discuss in pairs to complete the following GOs based on the story!  
(Attached)*

*Task 4. Answer the following questions based on the GOs!*

1. What is the text about?

---

2. Who are the main characters of the story?

---

3. Where did the story happen?

---

4. What was the problem in this story?

---

5. What did the rat do to set the deer free?

---

6. What was the deer idea to release the tortoise?

---

7. What can we learn from the story?

---

### **Let's Practice It!**

*Task 5. Read the following passage carefully.*

#### ***The Lion and the Mosquito***

A lion grumbled and growled at a mosquito which kept flying his head as he tried to take a nap.

“Go away before I crush you under my paw,” he roared.

“I’m not afraid of you,” teased the mosquito. “You may be called the King of the Beasts, but I am more powerful than you are. I can prove it, too. Let’s fight and see who wins.” The lion agreed.

The mosquito quickly swooped down at the lion and bit him again and again on his nose and ears. While trying to crush the mosquito, the lion clawed himself with his sharp nails, drawing blood.

“Enough,” he finally cried. “Enough! You win!”

Unharmed, the mosquito buzzed away. He boasted of his victory over the lion to anyone who would listen. He was so busy boasting that he flew straight into a spider’s web strung between the tress.

As a tiny spider hurried toward him, the mosquito struggles helplessly in the strong threads of the web.

“I fought and won againsts the greatest of beasts, “ he thought sadly, “only to be devoured by one less powerful than I am!”

### **Building your Vocabulary!**

*Task 6. Guess the meaning of the following word/phrases based on the story.*

<i>Word</i>	<i>Use in Sentences</i>	<i>Guessing Meaning</i>	<i>Dictionary Meaning</i>
Mosquito (Noun)			
Grumbled (Verb)			
Crush (Verb)			
Paw (Noun)			
Boasted (Verb)			
Thread (Adjective)			

*Task 7. Draw your own GOs for the story and answer the following questions.*

1. What did the mosquito do to the lion ?



- a. He bit the lion several times.
  - b. He listened to the lion.
  - c. He made the lion laugh.
  - d. He crushed the lion.
- 2. The main idea of the last paragraph is....
  - a. the lion won the fight.
  - b. the mosquito regretted his manner.
  - c. the lion was sad to see the mosquito dead.
  - d. The mosquito was afraid of the spider.
- 3. From the text we know that....
  - a. the lion won the fight over the mosquito.
  - b. the lion succeeded to crush the mosquito.
  - c. the mosquito was proud of his victory
  - d. the mosquito bit the spider.
- 4. What can we learn from the story?
  - a. Never judge your enemy's strength by the size.
  - b. Never let your enemy know that you are afraid.
  - c. Never touch a spider's web.
  - d. Never fight over a small animal.
- 5. "He **boasted** of his victory..." (paragraph 6)  
 The underlined word has similar meaning to....
  - a. talked about something loudly.
  - b. talked happily about something.
  - c. talked sadly over something happened.
  - d. talked with too much pride about something.

**Check your understanding!**

**Task 8. Choose the correct answer from a, b, c, or d**

*Read the following text to answer the questions.*

**The Smartest Animal**

Once there was a farmer in Laos. Every morning and evening he plowed his field with the help of his buffalo. One day a Tiger saw the farmer and his buffalo

working. The tiger was surprised to see a big animal listen-ing to a small animal. He wanted to know more about the buffalo and the man.

After the man went home, the Tiger spoke to the buffalo.

"You are so Dig and strong. Why do you do everything the man tells you?"

"oh, the man is very intelligent." So the next day the tiger said to the man. "Can I see your intelligence?" But the man answered. "It's at home.". "Can you go and get it?" asked the tiger.

"Yes." said the man. "But I'm afraid you will kill my buffalo when I am gone. Can I tie you to a tree?" After the man tied the ti-ger to a tree, he didn't go home to get his

intelligence. He took his plow And hit the tiger with a stick. Then he said- "Now you know about my intelligence even if you haven't seen it."

(Adapted from UN SMP 2012)

1. What is the writer's main purpose in writing the text?
  - a. To persuade the readers to do something
  - b. To describe the smartest animal.
  - c. To entertain the readers with funny story
  - d. To explain about human intelligence
2. How did the tiger find out that the man was intelligent?
 

a. The tiger asked the man	c. The buffalo told the tiger
b. The man tricked the tiger	d. The man tried the buffalo to a tree
3. "The tiger was surprised to see big animal **listening** to small a animal"
 

The underlined word has similar meaning to..

a. Hear	c. Afraid
b. Obey	d. Weak
4. Which statement is true according to the text?
  - a. The tiger is the most intelligent animal.
  - b. A buffalo is more intelegent than a tiger.

- c. Human is smarter than the tiger.
- d. The tiger is smarter than the farmer.

5. What can we learn from the story?

- a. Never underestimate others
- b. We have to plow the field everyday
- c. A buffalo is more intelligent than a tiger
- d. The size of body determines the power

14. Media :

- d. Examples of *narrative* text
- e. Printables Graphics Organizers
- f. Slide show

15. Sumber belajar :

Work Sheet

16. Strategi Pembelajaran

Metode : Genre Based Approach

Teknik : Diskusi bersama dan tugas individu

17. Langkah pembelajaran

1. Opening

- Salam pembuka dan doa bersama.
- Cek kehadiran siswa
- Cek kesiapan siswa

2. Building the Context or Knowledge of the Field (*Pertemuan 6*)

- Guru menanyakan beberapa hal, seperti :  
 ✓ Do you remember what have we learn in the previous meeting?

- ✓ Do you remember what's the stories about?
- ✓ What do you like the most from the stories?

### 3. Modeling and Decontruction of the Text

- Guru memberikan contoh teks *narrative* dari pertemuan sebelumnya dan GOs-nya.
- Guru meminta siswa untuk membaca teks yang disediakan (Task 1).
- Guru meminta siswa mengerjakan Task 2 untuk menambah kosakata.
- Guru meminta siswa menuliskan kata baru yang ditemukan di kamus yang mereka kreasikan
- Guru meminta siswa mengerjakan Task 3 *in pairs*.
- Guru meminta siswa mengerjakan Task 4.

( *Pertemuan 7* )

- Guru memberikan contoh teks *narrative* dari pertemuan sebelumnya dan GOs-nya.
- Guru meminta siswa untuk membaca teks yang disediakan (Task 5).
- Guru meminta siswa mengerjakan Task 6 untuk menambah kosakata.
- Guru meminta siswa menuliskan kata baru yang ditemukan di kamus yang mereka kreasikan.
- Guru meminta siswa mengerjakan menggambar GOs sesuai yang diajarkan untuk mengerjakan Task 7

### 4. Independent Construction of the Text ( *Pertemuan 8* )

- Guru meminta siswa mengerjakan Task 8 sebagai assesment dengan menggunakan metode yang telah diajarkan.

- Guru dan siswa membahas hasil dari Task 8.
5. Wrap up
    - Bersama siswa, guru memberikan pengulangan pada bagian yang penting dan membuat kesimpulan.
  6. Evaluation
    - Guru meminta siswa mengumpulkan tugasnya.
  7. Closing
    - Guru memberitahukan pertemuan selanjutnya akan diadakan posttest 2 untuk mengukur pemahaman siswa.
    - Doa penutup dan salam.
16. Assesment :
- 4) Partisipasi dalam mengerjakan setiap task.
  - 5) Worksheet dikumpulkan.
  - 6) Assesment

## COURSE GRID

School : SMP N 15 Yogyakarta

Subject: English

Standart Competence	Basic Competence	Learning Material	Learning Activity	Indicators	Example of the Expression	Assesment	Source	Media
A. Reading 11. Understanding the meaning of written fuction text and short simple essay in the form of recount, narrative and exposition which is related to surrounding environtment and/or in the academic context.	11.1 understandin g properly nad efficiently explicit meaning in the fuctiontexts and short simple essay in the form of recount, narrative and exposition which is related to surrounding environtment and/or in the academic context	Narrative text	<ul style="list-style-type: none"> <li>• Building the Context: Asking the students background knowledge related to narrative.</li> <li>• Modeling and Decontruction of the Text: Demonstrating how to implement GO's in reading. Practicing the use og GO's in pairs.</li> <li>• Independent Construction of the Text Implementing GO's in reading narrative indipedently.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying general idea of the text.</li> <li>• Identifying detail information of the text</li> <li>• Understanding references in the text</li> <li>• Understanding the used of GO's in reading narrative.</li> <li>• Increasing the student's vocabulary.</li> </ul>	Generic structure: <ul style="list-style-type: none"> <li>• Title</li> <li>• Orientation: introducing setting and characters.</li> <li>• Event: Telling what happened in sequences.</li> <li>• Reorientation: Closure of events</li> </ul>	<ul style="list-style-type: none"> <li>• Student's participatio n</li> <li>• Worksheet collected</li> <li>• Reading comprehens ion test</li> </ul>	Student's worksheet	Reading texts: <ul style="list-style-type: none"> <li>• The Ugly Duckling.</li> <li>• Lion and the Mouse</li> <li>• The Wind and the Sun</li> <li>• Four Friends</li> <li>• The Lion and the Mosquito</li> <li>• The Smartest Animal</li> </ul>

**Course grid**

## PRE TEST

<b>Name</b> : <b>Sdt's Number</b> :	<b>Class</b> : <u>D</u> <b>Time</b> : 40 minutes
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### I. Choose the correct answer from a, b, c, or d

*Read the following text to answer the questions number 1 – 7*



#### The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly

plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away to safety.

1. What did the dove do to save the ant?
  - a. It climbed the nearby tree    c. It carried the ant to dry ground.
  - b. It saw the ant struggling.    d. It dropped a leaf.



2. What did the hunter do to the dove?
  - a. He was hoping to eat it.
  - b. He was trying to trap it.
  - c. He was running towards it.
  - d. He was trying to shoot it.
3. Which statement is true according to the text?
  - a. The dove bit the hunter on the heel.
  - b. Both animals were finally safe.
  - c. The hunter killed the dove.
  - d. The ant bit the dove.
4. What is the purpose of the text?
  - a. To inform the readers about the ant.
  - b. To describe the job of a hunter.
  - c. To entertain the readers.
  - d. To describe a dove.
5. What can we learn from the story?
  - a. One good turn deserves another.
  - b. Don't be greedy, or you may lose.
  - c. Don't kill animals.
  - d. It is wise to plan ahead for hard time.
6. “. . . , the dove quickly **plucked** a leaf . . . “ (paragraph 3)  
 The underlined word means....
 

a. pull something	c. push something
b. put something	d. pick on something
7. “Soon, **it** carried her safely....” (paragraph 3)  
 The underlined word refers to the....
 

a. ant	c. leaf
b. dove	d. spring

*Read the following text to answer the questions number 8 – 10*

A long time ago, the Sun and the Moon were a married couple who lived on the Earth and were great friends of the Sea. One day, they invited the Sea to visit them.

After got the invitation, the Sea went along with the fish and all the members of his family. Surprisingly, the water began to rise, so that the Sun and the Moon had to climb up to the roof because they did not want to be drowned, and then they climbed up into the sky, where they remain ever since.

8. What is the text about?
  - a. The Sun, the Moon, and the Sea were great friends.
  - b. The Sun and the Moon were afraid of water.
  - c. Why the Sun and the Moon lived on the sky
  - d. The water of the Sea would drown the Sun and the Moon.
9. “. . . then they climbed up into the sky. . . ” (paragaraph 2)  
The underlined word means.....
  - a. walk alone      c. to go towards the top of something
  - b. go ahead      d. to go towards the bottom of something
10. Who is/are the main character(s) of the story?
  - a. The Sun, the Moon, and the Sea      c. The Sea
  - b. The Sun      d. The Sun and the Moon

*Read the following text to answer the questions number 11 – 16*

Once, there was a fisherman named Batara Guru Sahala in Batak land. One day he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was beautiful that Sahala fell in love with her at once. He asked her to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised to her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the two girls ate it.

When Sahala knew that they had done with the meal, he got very angry. He shouted at them saying, “you behaved exactly like the daughters of fish!”.

The girls didn't know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although, Sahala apologized to her, it was too late. She would not forgive him for breaking his promise.

The earth began to shake, and volcano started to erupt, the earth cracked and formed a big hole. People said that the hole became lake Toba.

11. The suitable title of the text above is?
  - a. Special Fish
  - b. The Legend of Batak Land
  - c. The Legend of Lake Toba
  - d. Sahala's Fate
12. What is the purpose of the text?
  - c. To describe Lake Toba
  - d. To entertain the reader
  - c. To retell experiences
  - d. To share knowledge
13. What was the woman's secret?
  - a. She was beautiful.
  - b. She was once a fish.
  - c. She married Sahala.
  - d. She changed into a woman.
14. "It begged Sahala to set it free." (paragraph 1)  
 The word *it* here refers to....
  - a. the land
  - b. the fisherman
  - c. the fish
  - d. the guru
15. "Their mother was very annoyed." (paragraph 5)  
 The synonym of the underlined word is....
  - a. delighted.
  - b. sad.
  - c. angry.
  - d. glad.
16. What was Sahala's wife when her daughters asked her about Sahala's words?
  - a. She was very delighted.
  - b. She became sad.
  - c. She got angry.
  - d. She looked glad.

Read the following text to answer the questions number 17 – 20

### The Tiger and The Boar

One day the tiger was running down a hill when he noticed that there was a boar walking behind him.

Furious, he yelled, “you are blocking my way, now I will eat you.”

Feeling not guilty, the boar complained, “But, Sir, how am I blocking your way? I am not in front of you, but at your back.”

“In front or behind is the same, you are blocking my way, and I will consume you. “So saying, the tiger leaped upon the boar and devoured him.

- |                  |                       |
|------------------|-----------------------|
| a. On a slope.   | c. In the muddy pond. |
| b. A long river. | d. At the zoo         |
18. “Furious, he yelled, “you are blocking my way, now **I** will eat you.”  
(line 3)  
The word *I* here refers to....
- |              |               |
|--------------|---------------|
| a. the tiger | c. the writer |
| b. the boar  | d. the reader |
19. The following facts made the tiger furious to the boar, except....
- a. The tiger wanted to consume the boar.
  - b. The boar walked on the same path.
  - c. The boar complained to him.
  - d. The boar blocked the tiger’s way.
20. We can learn from the story that?
- a. Never run down in a hill.
  - b. Never walk behind a tiger.
  - c. The bad will always beat the good.
  - d. The strong will always rule the weak.

## POST TEST I

<b>Name</b> <b>Student's</b> <b>Number</b>	<b>Class</b> <b>Time</b>
: : :	: <u><b>D</b></u> : <b>40 minutes</b>

### II. Choose the correct answer from a, b, c, or d

*Read the following text to answer the questions number 1 – 6*

#### Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle, because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle, because they both wanted to go to America. They didn't want to take her, as they had only small amount of money.

Snow White decided to run away from home. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away to the wood. When she reached the wood she felt very tired and hungry. Then she saw a little cottage. She knocked the door several times, but no one answered. She went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up and introduced herself.

Doc, the leader of the dwarfs said, "Well, Snow White...if you wish, you may live here with us." Then they live together there happily ever after.

1. Why did Snow white live with her aunt and uncle?
  - a. Because they like her
  - b. Because she like them
  - c. Because her parents were died
  - d. Because their father and mother wanted to go to America

2. Where did Snow white run away?
  - a. To her parents house
  - b. To her uncle's house
  - c. To her aunt's house
  - d. To the forest
3. " Well, Snow White...if you wish, you may live here with us." (Paragraph 5)  
The word 'us' refers to....
  - a. the dwarf
  - b. her parents
  - c. seven dwarfs
  - d. her aunt and uncle
4. From the text we can conclude that the door of the cottage was ....
  - a. locked
  - b. opened
  - c. crowded
  - d. unlocked
5. "Meanwhile, the seven dwarfs were coming home from work" (Paragraph 4)  
The synonym of 'dwarf' is....
  - a. big
  - b. large
  - c. stunt
  - d. giant
6. Where did Snow White live after she runs away?
  - a. In the hut
  - b. In the house
  - c. In the castle
  - d. In the cottage

*Read the following text to answer the questions number 7 – 10*

### **The Fox and The Crow**

One day a crow stole a big piece of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

"Oh, Miss Crow, how beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt. "Oh, Sorry you cannot, because you cannot sing a song" the fox said slowly and looked disappointed. When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!". Just then, the meat missed from the crow's break and fell down. The fox got it and went away.



7. What is the writer's main purpose in writing the text?
  - e. To persuade the readers to do something
  - f. To describe the way fox and crow get along
  - g. To entertain the readers with funny story
  - h. To explain the way fox and crow communicate
8. Which statement is true according to the text?
  - e. Crow buy the meat
  - f. Crow fly to house to enjoy the meat
  - g. The fox get meat from the crow and run away
  - h. Fox want to eat the meat together with the crow
9. "The fox said politely to her" (Paragraph 1)  
The underline word means....
 

a. Respectfully	c. Angrily
b. Fast	d. Loudly
10. At the end of story, the fox....
 

a. Fall in love with the crow	c. Hitting by the crow
b. Got the meat and run away	d. Disappointed

*Read the following text to answer the questions number 11 – 16*

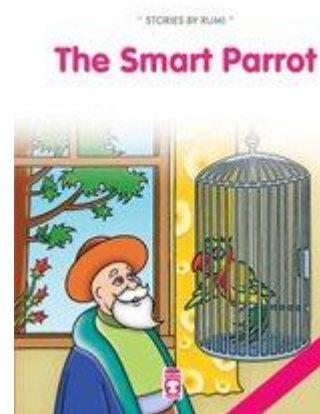
### **The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens".



In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

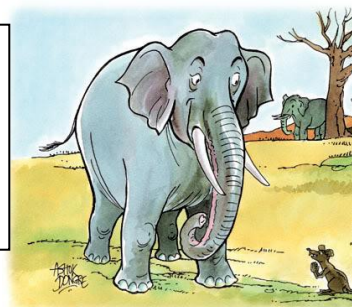
The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

11. What is the story about?
  - a. A parrot and a cat
  - b. A parrot and a chicken
  - c. A parrot and the owner
  - d. Chickens and the owner
12. Where does the story take place?
  - a. London
  - b. Puerto Rico
  - c. Jakarta
  - d. Buenos Aires
13. What is the word that the parrot cannot say?
  - a. Catano
  - b. Tacano
  - c. Canato
  - d. Nacato
14. How often did the owner teach the bird how to say the word?
  - a. Always
  - b. Seldom
  - c. Many times
  - d. Every second
15. Which statement is not true according to the text?
  - a. The parrot could say Catano
  - b. At last the parrot could say Catano
  - c. Catano was the name at the parrot
  - d. The man got angry at the parrot
16. "**He** saw three dead chickens on the floor." (Paragraph 7)  
 The word 'He' refers to....
  - c. the parrot
  - d. the chicken
  - c. the owner
  - d. the writer

*Read the following text to answer the questions number 17 – 20*

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.





Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut the nets which had trapped the elephant's herd. The elephant's herd was totally set free. They danced with joy and thanked the rats.

17. What destroyed the homes of all rats?
  - a. Group of mice did.
  - b. The hunters did.
  - c. Elephant hunters did.
  - d. A group of elephants did
18. What helped the elephant's herd free?
  - a. The elephant's herd did.
  - b. The hunter did.
  - c. A trapped elephant did.
  - d. Entire group of rats did.
19. Where did the story occur?
  - a. In the jungle
  - b. In the black forest
  - c. In the home of mice group
  - d. In the nests which had trapped the elephant's herd
20. At the end of the story, how was the elephants' herd?
 

a. Angry	c. Sad
b. Dead	d. Happy

## POST TEST 2

<b>Name</b>	:	<b>Class</b>	: <b>D</b>
<b>Student's</b>	:	<b>Time</b>	: <b>40 minutes</b>
<b>Number</b>	:		

### III. Choose the correct answer from a, b, c, or d

*Read the following text to answer the questions number 1 – 5*

#### KIAI GEDE

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

1. What did Jaka Pandelengan and his wife do to be rich?
  - a. Helped poor people.
  - b. Had a great power.
  - c. Planted pari seeds.
  - d. Built a temple
  
2. The couple becomes temples because ....
  - a. they were rich
  - b. Kiai Gede said so
  - c. Kiai Gede liked them
  - d. they were good people.
  
3. "... , an **incredible** thing happened." (paragraph 3)  
 The underlined word means ....
  - a. untouchable
  - b. unbelievable
  - c. common
  - d. usual
  
4. "**You** two are like temples...." (paragraph 3)  
 The underlined word refers to the....
  - c. Dewi
  - d. Jaka
  - c. Jaka and Dewi
  - d. Jaka and the poor neighbours
  
5. What can we learn from the story?
  - a. We should live separately from our parents.
  - b. We have to listen to our parent's advice.
  - c. We have to prepare a good paddy field.
  - d. We should refuse other people's help.

*Read the following text to answer the questions number 6 – 10*

### **The Donkey and the Wolf**

A donkey was eating grass in a meadow when he saw a wolf coming towards him. Thinking quickly, he started to limp pretending he was hurt.

The wolf came closer and asked, "My friend, I am sorry to see you are injured. Tell me what happened to your leg."

The donkey said, "I was very careless this morning. I jumped through a hedge and stepped on a thorn. You should pull it out before you eat me," he warned, "so you don't prick your mouth."

"I'll try," answered the wolf. "Just hold still while I look for it." But as soon as the wolf lifted the injured hoof, the donkey kicked him in the face knocking out many of his teeth. The donkey ran away as the wolf rolled on the ground in pain.

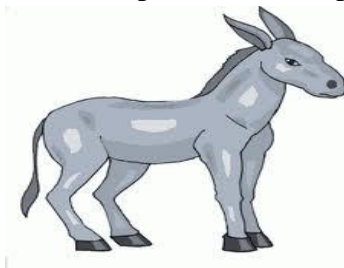
The wolf felt very silly for being tricked so easily. "Oh well," he said to himself, "I got what I deserved. My father taught me hours to hunt for a living, not how to take care of others."

6. "I was very careless this morning ...." (paragraph 3)

The antonym of the underlined word is....

- |            |         |
|------------|---------|
| a. patient | c. nice |
| b. careful | d. slow |

7. Look at the picture. Which part shows the hoof of the donkey?



- |      |      |
|------|------|
| a. 1 | c. 3 |
| b. 2 | d. 4 |

8. Why did the wolf ask the donkey to hold still?
- Because he wanted the donkey to fall asleep.
  - Because he knew that the donkey was sleepy.
  - Because he wanted to eat the donkey right away.
  - Because he wanted to pull the thorn out of the donkey's hoof.
9. "Oh well," he said to himself ...." (paragraph 5)
- The underlined word refers to the....
- |               |                      |
|---------------|----------------------|
| a. the donkey | c. the wolf's father |
| b. the wolf   | d. the writer        |
10. What did the donkey do when the wolf lifted his hoof?
- He made the wolf feel silly.
  - He taught the wolf how to run.
  - He kicked the wolf in the face.
  - He rolled on the ground in pain.

*Read the following text to answer the questions number 11 – 15*

### Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

11. The two brother's ambition was to .....
  - a. become rich
  - b. become ministers
  - c. help the King make good laws
  - d. make the King's subjects happy
12. King Aruya called Akomi a liar because Akomi .....
  - a. knew everything
  - b. made him angry
  - c. did not tell the truth
  - d. wanted to collect money
13. Ombah said I know nothing because he .....
  - a. did not want to lie to King Aruya
  - b. wanted to see the crocodiles
  - c. did not know how many stars there were
  - d. thought that the answer would be right
14. Ombah's hands trembled because he...
  - a. was afraid
  - b. knew nothing
  - c. was thinking hard
  - d. had the right answer
15. From the story, we can see that King Aruya .....
  - a. kept many crocodiles
  - b. could make good laws
  - c. did not need any ministers
  - d. disliked people who told lies

*Read the following text to answer the questions number 16 – 20*

### **Juhha's Wonders**

Once upon a time, there was a small village in Baghdad. Its population was very small. In this village everybody knew each other and knew every little or big problems that went on in the village. In this small village there was a bakery that was popular for its delicious bread.

One day a poor old man was walking in the street passing the bakery and he stopped to smell the scent of the bread which was spreading out of the bakery.

Suddenly, the baker caught the old man and shouted at him demanding the price of bread's scent. He almost drag him to the police.

A very famous wise man named Juhha heard the baker shouting. So he went to him and asked about the problem. Juhha stood calmly listening to the baker and he thought for a solution.

After a few minutes Juhha's eyes glistened and an amused smile was on his face. He asked the baker "How much money do you want?". The baker and poor man were astonished, but the baker answered "3 dinars". Juhha took the money out of his wallet and put it in his pocket and shook the money. "Did you hear the sound of the money?" Juhha asked. "Yes, I did", the baker replied, and with big smile Juhha said "Well then, this is the price of your bread's scent!"

16. What is the writer's main purpose in writing the text?

- a. To persuade the readers to do something
- b. To describe the village in Baghdad
- c. To entertain the readers with funny story
- d. To explain how to buy in traditional market

17. Who stopped to smell the scent of the bread?

- a. The baker.
- b. The police.
- c. The old poor man.
- d. Juhha, the wise man.

18. What did the baker do to the old man?

- a. He wanted to hear the sound of the old man money.
- b. He demanded the old man to pay for the scent.
- c. He shouted his problem to the old man.
- d. He gave the old man some solution.

19. " ....., which was popular for its delicious bread" (paragraph 1)

What does the word "delicious" mean?

- a. Sour
- b. Tasty
- c. Bitter
- d. Unpleasant

20. What can we learn from the story above?

- a. We must help poor people.
- b. We must take the benefit of what we offer.
- c. We should pay nothing for things we use.
- d. We shouldn't ask other to pay for what they do.

## Graphic Organizers

Name \_\_\_\_\_



Date \_\_\_\_\_

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<b>Characters</b>	<b>Setting</b>
<b>Problem</b>	
<b>Events</b>	
<b>Solution</b>	



### DAFTAR NILAI

Nomor	Nama Siswa	L/P	Pre test	Cycle 1	Cycle 2
1	AFIIFAH SYADZAA AFFANTI	P	65	75	80
2	AFIKA NOOR FEBRIANA	P	50	60	65
3	AGISTYA DAMAR FIRDAUSI	L	65	70	70
4	AISYAH NATASYA PUTRI	P	75	95	85
5	ALDO PUTRA PERDANA	L	70	65	75
6	ANGGIT SEMBADA	L	70	45	80
7	ARIF RECKI IRAWAN	L	65	75	80
8	AZZIZA SAFIRA	P	70	75	70
9	CHERELLENIO RIZKY AUGUSTMA	L	35	55	55
10	CIKAL DIARNA YULIATI	P	45	70	65
11	DAFFA CAESAR RAMADHAN	L	50	70	75
12	DELLYA ASSYIFA SABRINA	P	65	65	75
13	EKA ERSI ALIYU NURJANAH	P	50	60	75
14	ERANIO DWI ARYA	L	65	70	75
15	ERNANDA PRATAMA	L	70	65	70
16	GILANG OKTAVIAN AJI	L	70	65	65
17	LULUK ANIS MUSFIROH	P	70	80	85
18	LUTHFIAN FAIDZIN SETIAWAN	L	40	60	60
19	MEIRNA ROSITA DEWI	P	60	65	70
20	MILANTY DWI EKASARI	P	45	60	70
21	MUHAMMAD FIKRI FIRMANSYAH BAGUS PAMUNGKAS	L	50	60	70
22	MUHAMMAD IKHWANUSHOFA ZAENY	L	70	70	80
23	MUHAMMAD REFFO BHAWONO YUDHO	L	70	50	80
24	MUHAMMAD RIZKI BUSTAMI	L	75	80	85
25	MUTIARA NUR AISYAH	P	35	70	60
26	NABILA KHOIRUNNISA	P	60	65	65
27	NABILLA NINDA LARASATI	P	65	65	75
28	NINDYA RIZKY AMELIA	P	75	80	70
29	OKTA PRASTYO AJI	L	60	70	75
30	RIFDAH ZULFA GHINA NABILAH	P	75	65	80
31	RIZMA SAVIRA	P	75	75	80
32	TRIXIE AZARINE AMBARRINI	P	35	60	55
33	VICKA RIZDA PUTRINDA	P	40	60	65
34	VICKY YUDISTIRA	L	60	70	60
35	YOLASHANIA ANGGITA PUTRI HERNA	P	50	70	75
Mean			59,71	67,29	72,00
Standart Deviasi			12,9446	9,2627	8,2426

SMP NEGERI 15 YOGYAKARTA  
TAHUN PELAJARAN 2012/2013  
KELAS VIII D

DAFTAR : Hadir  
MAPEL : Bahasa Inggris  
SEMESTER : 2  
WALI KELAS : IBU ISTINGANAH, S.Ag.

NOMOR		NAMA SISWA	L/P	2/5	3/5	7/5	16/5	17/5	21/5		KET
URUT	INDUK										
1	6344	AFIIFAH SYADZAA AFFANTI	P	v	v	v	v	v	v		
2	6345	AFIKA NOOR FEBRIANA	P	v	v	v	v	v	v		
3	6346	AGISTYA DAMAR FIRDAUSI	L	v	v	v	v	v	v		
4	6476	AI SYAH NATASYA PUTRI	P	v	v	v	v	v	v		
5	6347	ALDO PUTRA PERDANA	L	v	v	v	v	v	v		
6	6349	ANGGIT SEMBADA	L	v	v	v	v	v	v		
7	6415	ARIF RECKI IRAWAN	L	v	v	v	v	v	v		
8	6284	AZZIZA SAFIRA	P	v	v	v	v	v	v		
9	6384	CHERELLENIO RIZKY AUGUSTMA	L	v	v	v	v	v	v		
10	6419	CIKAL DIARNA YULIATI	P	v	v	v	v	v	v		
11	6352	DAFFA CAESAR RAMADHAN	L	v	v	v	v	v	v		
12	6353	DELLYA ASSYIFA SABRINA	P	v	v	v	v	v	v		
13	6356	EKA ERSI ALIYU NURJANAH	P	v	v	v	v	v	v		
14	6357	ERANIO DWI ARYA	L	v	v	v	v	v	v		
15	6358	ERNANDA PRATAMA	L	v	v	v	v	v	v		
16	6359	GILANG OKTAVIAN AJI	L	v	v	A	v	v	v		
17	6363	LULUK ANIS MUSFIROH	P	v	v	v	v	v	v		
18	6364	LUTHFIAN FAIDZIN SETIAWAN	L	v	v	v	v	v	v		
19	6365	MEIRNA ROSITA DEWI	P	v	v	v	v	v	v		
20	6366	MILANTY DWI EKASARI	P	v	v	v	v	v	v		
21	6263	MUHAMMAD FIKRI FIRMANSYAH BAGUS PAMUNGKAS	L	v	v	v	v	v	v		
22	6435	MUHAMMAD IKHWANUSHOFA ZAENY	L	v	v	v	v	v	v		
23	6367	MUHAMMAD REFFO BHAWONO YUDHO	L	v	v	v	v	v	v		
24	6368	MUHAMMAD RIZKI BUSTAMI	L	v	A	v	v	v	v		
25	6265	MUTIARA NUR AISYAH	P	v	v	A	v	v	v		
26	6369	NABILA KHOIRUNNISA	P	v	v	v	v	v	v		
27	6437	NABILLA NINDA LARASATI	P	v	v	v	v	v	v		
28	6371	NINDYA RIZKY AMELIA	P	v	v	v	v	v	v		
29	6438	OKTA PRASTYO AJI	L	v	v	v	v	v	v		
30	6372	RIFDAH ZULFA GHINA NABILAH	P	v	v	v	v	v	v		
31	6272	RIZMA SAVIRA	P	v	v	v	v	v	v		
32	6374	TRIXIE AZARINE AMBARRINI	P	v	v	v	v	v	v		
33	6375	VICKA RIZDA PUTRINDA	P	v	v	v	v	v	v		
34	6306	VICKY YUDISTIRA	L	v	v	v	v	v	v		
35	6376	YOLASHANIA ANGGITA PUTRI HERNA	P	v	v	v	v	v	v		

## Documentation



Cover of the students' dictionary

No.	Word	Meaning	Part of Speech	Uses in Sentence	Sketch
1.	Hatched	Menaruh	V	Two ducklings <u>hatched</u> .	
2.	Duckling	Jitik	N	Ugly <u>Duckling</u> .	
3.	Ret	Isengku	V	"You are not like the rest."	
4.	Guest	Rampas	N	The ugly duckling had some <u>guest</u> .	
5.	Scared	Membuatkan	Adj	The ugly duckling was <u>scared</u> and <u>long</u> .	

Inside of the students' dictionary



The students are happy raising their dictionary.



The students are doing vocabulary quiz.



A student is consulting the task.



The students are focusing on slide show.